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The conference on New Careers in Community Service was concerned with voluntary service as well as employment opportunities for women. Opportunities for community service exist in education, health, home economics, welfare, recreation, employment counseling services, and public housing. Supporting services necessary to enable the women to work include counseling and education services, day care centers, and homemaker services. In preparation for careers, women returning to college face such problems as: adjusting to the learning environment; lacking self-confidence; overestimating previous experience and training; facing lack of understanding of the mature personality by administration; limitations of time imposed by her multiple role; and coping with changing family relationships. Other paths to career preparation include inservice training, refresher courses, volunteer work, and self directed study. Current needs in health services are noted, as well as new careers in adult counseling, community organization education, population planning, and urban and regional planning. (A bibliography is included.) (pt)

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NEW CAREERS IN COMMUNITY SERVICE

PROCEEDINGS

of the

Conference-Workshop

March 27, 1968

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CENTER FOR CONTINUING EDUCATION OF WOMEN
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THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

PROGRESS REPORT 1967-1968

The University of Michigan Center for Continuing Education of Women, established in September, 1964, is primarily a counseling center for the returning woman student. In addition, the Center has an action program designed to reach out to the community and to stimulate change in education and employment patterns where these are barriers to women's achievement.

In its four years of operation, the Center has given assistance to over 1,600 women on an individual counseling basis. Most of these women have had more than one interview. Casual inquiries and "drop-ins" as well as requests for advice and information by mail multiply over time. Many women with college degrees who are considering an immediate return to work instead of a return to school consult the Center staff about opportunities for using their educational training.

Data on Participants

Records are kept on all women whose educational or vocational objectives the Center is facilitating and about whom the staff has considerable information. The data on these participants, analyzed periodically, give an indication of progress toward their goals. The following chart shows one such analysis. It is a summary of answers to a postcard survey taken in March, 1968.

Degrees Pursued and Completed

42% Are currently in school
- 22.5% earning BA
- 14.5% earning MA
- 3.0% earning PhD
- .8% earning Certification
- .1% earning Specialists
- 1.1% earning other

10% Have completed a degree since contacting Center
- 2.3% completed BA
- 5.1% completed MA
- 1.7% completed Certification
- * completed Specialists
- ** completed MD

Academic Fields of Enrollment

35% Education
14% Social Sciences
10% Languages & Literature
8% Arts
8% Social Work
7% Library Science
5% Medical & Biological Sciences
4% Humanities
3% Exact Sciences
2% Other

4% Non-academic classes

---

*Less than 1%
**2.1% of this group are included also in the first category, Currently in School; they are continuing work toward a further degree.

Conferences and Publications

The conference-workshops, held in 1965 and 1966, concentrated on employment opportunities and the training required for entry into various professional and subprofessional fields. The proceedings of these conferences are published in paperbacks: *Opportunities for Women through Education* and *New Patterns of Employment.*

A spring program in 1967 on the theme, "Women in School and at Work", gave an opportunity to returning women students to share their common problems. Two hundred women participated in four discussions. Their first-hand accounts of the realities of returning to school or to work are distilled in a booklet, *Conversations with Returning Women Students.*

Careers for College Women, a Bibliography of Vocational Materials, selected from the Center's vocational library, lists free or inexpensive pamphlets of special interest to adult women in search of a career.

The Center's publications can be purchased at nominal cost* from the Center as single copies or as a package, "A Kit for Counselors", so called because the Center staff believes that high school counselors as well as those who work with college women will find them a useful way of keeping abreast of changes in employment and education of women.

Special Projects

In addition to individual counseling services, conferences and publications, the Center conducts or sponsors special projects.

- A six-week course was arranged by the Center in cooperation with The University of Michigan's School of Social Work to give information about the field to women interested in becoming social work aides.
- A series of meetings with women interested in basic education resulted in their recommendation to The University of Michigan's School of Education of a one-year interdisciplinary graduate program for basic education teachers.
- Orientation sessions for newly registered returning students enable discussion of such topics as entrance testing, age and learning ability, the library system, mechanical shortcuts to efficient study, and resources for refreshing basic study skills.
- In cooperation with the Counseling Division of the Bureau of Psychological Services of the University, discussion groups are conducted for adult women who wish to examine together questions of role conflict, family management, fear of failure and similar concerns.
- Courses in reading improvement for adult women, taught by staff members of the University's Reading Improvement Services, are sponsored by the Center.

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*Price lists will be sent on request.

Part-Time Jobs for Women

A major Center interest has been to encourage a more creative and efficient use of educated women in employment.

> A survey of local employers was made in preparation for the conference, *New Patterns of Employment,* to discover employment opportunities for adult women in research, writing and editing, publishing, and administrative and staff positions in the Ann Arbor area. Selected business firms and governmental agencies, the heads of all schools, colleges, departments, institutes, museums, libraries and laboratories of The University of Michigan were asked especially about the nature of their part-time jobs in these fields, the education or training requirements, the hours and the salary scale. It seems clear from this local study that Ann Arbor's rapid growth, especially in research fields, offers women broad opportunities for employment and that some employers, at least, are adjusting work schedules to fit the needs of available talent.
>
> Members of the Center staff talked with Michigan Civil Service Department officials about increasing the number of part-time professional job opportunities in state government.
>
> A dozen women suggested by the Center have been hired by a University of Michigan medical research unit on schedules that suit their needs for a wide range of jobs – interviewing, writing, bibliographic search, developing a surgical medical records system, and others. This is a demonstration of adjusting jobs to the talents, training and time schedules of intelligent employees.
>
> The Washtenaw County Community Mental Health Services Center has established a twenty-four hour crisis telephone service. Educated women with some experience in dealing with different kinds of persons were recommended by the Center and trained to be the initial contact for people in emotional distress. These women also are potential workers in various health education jobs.

Financial Assistance

Financial assistance has been given in a variety of ways to more than 100 returning women students.

Six have AAUW College Faculty Program fellowships and five hold Danforth fellowships created especially for returning students.

Some Center participants are aided by Department fellowships and training grants. In addition, small grants and loans have been awarded Center participants by The University of Michigan Financial Aids Office.

The University of Michigan Alumnae Clubs played a vital role in helping finance the Center in its first three years. Their interest in the Center continues. Some clubs are raising money to enable individual women to return to school. The Alumnae Association of Jackson, Michigan, has established a CEW Assistance Fund and already has given money to several women recommended by the Center. The Alumnae Club of Birmingham, Michigan, has awarded a CEW fellowship to a Center participant.

The Center has an assistance fund which provides small grants to women students with emergency financial needs or insufficient resources to pay for tuition and books.

Grants and loans from all sources are meager or non-existent for part-time students throughout the nation. More adequate support for a much larger number of part-time students is greatly needed. Women who are *heads of households require* large-scale fellowship support if they are to stop working long enough to finish an education in a reasonable length of time and make the contribution to society of which they are capable.

A New Home

The Center's move to a house has more than tripled its space. The counseling offices now are adequate and the decor welcoming. There is room for informal conversations and the coffee pot is always on. Foreign visitors, students writing articles or research papers, representatives from other universities or communities interested in continuing education for women or desiring information about the University of Michigan Center make use of its facilities and draw upon its experience. The new library has been the scene of many consultations with University faculty and staff. This attractive setting also is available to groups of students.

Outside Contacts

The Center continues to maintain liaison with other schools and colleges and with centers for continuing education throughout the country. When the University of Michigan Center opened its doors four years ago, there were few other centers. The Women's Bureau of the United States Department of Labor recently has made an informal count of the number of such centers. There are more than two hundred.

THE UNIVERSITY OF MICHIGAN

CENTER FOR CONTINUING EDUCATION OF WOMEN

Staff, 1967-1968

Jean W. Campbell, Director and Counselor
Myra W. Fabian, Counselor
Jane Gibson Likert, Project Director and Counselor
Kathryn Oldham, Administrative Assistant
Nancy Gregg Sippel, Assistant in Research
Helen Hornbeck Tanner, Assistant Director and Counselor
Georgia Watermulder, Vocational Librarian
Margaret Worgess, Secretary

Executive Committee

Fedele F. Fauri, Dean of the School of Social Work
William Haber, Dean of the College of Literature, Science and the Arts
George E. Hay, Associate Dean of the Horace H. Rackham School of Graduate Studies
William N. Hubbard, Jr., Dean of the Medical School
Charles F. Lehmann, Associate Dean of the School of Education
Mabel E. Rugen, Professor of Health Education, School of Education and School of Public Health
Rhoda R. Russell, Dean of the School of Nursing
Allan F. Smith, (ex-officio), Vice-President for Academic Affairs

ACKNOWLEDGEMENTS

The staff of the Center gratefully acknowledges the generous contribution made by panel members who participated in the "New Careers in Community Service" Conference-Workshops, and the help and continuing support of the following people:

RECORDERS

Mrs. William W. Bishop
Mrs. Kathryn Bolton
Mrs. Ayers Brinser
Mrs. Paul Fitts
Mrs. William Haber
Mrs. Louis Kazda
Mrs. Jack Padgett
Mrs. Paul Vanek
Mrs. Richard K. Wheeler
Mrs. William Willcox
Mrs. Paul S. Johnson

HOSTESSES

Mrs. Stephen Attwood
Mrs. Jay Bolt
Mrs. Charles G. Child
Mrs. Lester Colwell
Mrs. Stefan Fajans
Mrs. Robert C. Graham
Mrs. George E. Hay
Mrs. William Hays
Mrs. Clark Hopkins
Mrs. Charles Joiner
Mrs. Frank Kennedy
Mrs. Joseph Kummer
Mrs. Henry Meyer
Mrs. Clarence Pott
Mrs. Eugene Power
Mrs. Allan F. Smith
Mrs. Richard K. Wheeler
Mrs. Raymond Yagle

THE MORNING SESSION

Helen Hornbeck Tanner, Assistant Director, The University of Michigan Center for Continuing Education of Women:

Good morning. I think we all share the joy in having benevolent weather to greet us today. We are pleased to see so many old friends from former conferences in our audience, and I want to extend a very special greeting on behalf of the staff of the Center for Continuing Education of Women to our new friends, here in Ann Arbor for their first conference under our auspices.

This conference, New Careers in Community Service, is the Center's fourth special spring event. It was designed with two elements in mind. One is the new jobs that are being created and the long-existing tasks that are being modified in response to the growing concern to alleviate one of the major problems of our time: the imbalance of advantage between the various segments of our communities in education, environment and health. We hear a good deal about new jobs, new efforts, and new tasks.

The other element is the desire of mature, college-trained women to be of service and to make a special contribution in helping achieve a more equitable distribution of opportunity.

The Center has brought together today speakers and panelists to describe community needs, the new careers in the process of development to meet these needs, the training required to do the work, and the places where such training can be obtained, if further training is needed.

We hope that today's discussions will inspire you, who are interested in doing something of social utility, to take a new look at your own communities to see what imaginative tasks you can devise for yourselves and your fellow citizens. This could be the next step in your careers.

No one has been more important to the health and general welfare of The University of Michigan Center for Continuing Education of Women than Allan Smith. Mr. Smith has been associated with the University since 1946. For five years, he was Dean of the Law School before coming to his present position of Vice President for Academic Affairs in 1965 when the Center was just a year old. We think of him as our genial overseer. "Boss" would not be the right term at all. We are one of his many responsibilities. He is here today to give you an official welcome because you are special guests on the University campus on this occasion.

Allan F. Smith, Vice President for Academic Affairs, The University of Michigan:

Mrs. Tanner and ladies and gentlemen, it is a very great pleasure for me to extend, on behalf of the University, a most cordial welcome to this conference. I'm very happy that Mrs. Tanner does not describe me as a "boss". While I would be happy to assume the responsibility and take the credit for the work of the Center for Continuing Education of Women, the fact is that the entrepreneurs we have in charge of the Center would resent the kind of guidance I could give and are themselves so much more competent that I am happy to let them find their own method of operation. The Center has had a warm spot in my heart ever since I first became familiar with its work. Its progress and its performance since that time have only encouraged that warmth.

The University of Michigan has a large number of programs which are labeled "Continuing Education"–for doctors, for dentists, for lawyers, for business executives, for engineers, and so on, and each of them is important because we believe in the concept of a continual upgrading, refreshing, and improving of skills, attitudes, knowledge and techniques. But the program of the Center, which is sponsoring this conference, is just a bit different because it embraces not only the process of refreshing education but often the process of reorientation, of providing new direction for women whose basic education needs adjustment to respond to what is surely a changing role of women in our society. It is no mere process of "instant education", which sometimes colors some continuing education programs. I worry sometimes about instant education. Perhaps you have heard the story of the golf professional who was approached by two women. He addressed this question to one of them: "Would you like to learn to play golf?" "No," came the answer, "my friend wants to learn, I learned yesterday." While the skills required of a golfer may remain constant so that that which was learned yesterday is still useful today and tomorrow, it is hardly a universal phenomenon.

I suppose it has become a truism, and perhaps trite, to observe that our world and our society is changing with a rapidity that is almost incredible. Careers which once seemed stable have disappeared and obsolescence of knowledge is now commonplace in every field as research pushes back the frontiers of understanding and as our mode of living changes. However trite the observation may be, it is nevertheless a fact which impinges daily upon my own existence because this University, as others, has as a part of its mission the training of men and women who can operate our society. We have to supply the people who are needed and desired. My job is, in part, to help see that this University moves properly in that sphere.

There is no one who can make a catalogue of careers that is exhaustive and no one who can predict with full certainty what is going to happen tomorrow, but surely there are many indicators which demonstrate that the subject of this conference, New Careers in Community Service, is aimed at a subject of increasing importance. I was told recently that the economists who measure our gross national product have found that the value of services now exceeds the value of goods produced. Many of the services that are now found desirable, necessary, are of kinds that are particularly appropriate, I think, for women: social services, paramedical careers. We recently conducted a survey at the University to find out what we were doing about para-medical work and discovered that there are approximately 70 different training programs in the University leading toward a different type of career in this field. There are services required in education. There are services required to make some impact on the urban crisis that faces not only large metropolitan centers but areas no larger than Ann Arbor. There are services required to solve the large population problems of the world; services to improve the qualitative utilization of leisure time. All of these are in obvious demand and women may well be expected to supply a large proportion of those services. The Center here at the University, we hope, will play its role in the analysis of the problems, in the educational process, in the counseling and the research that will be needed continuously.

I want to extend a personal welcome to our speakers this morning, Mrs. Mary Keyserling and Dr. Ellen Winston. I've never known quite how the staff of the Center manages to find and secure as speakers for their conferences people who so perfectly exemplify the subject of a particular conference.

Mrs. Keyserling, wife of an outstanding economist who served on the Council of Economic Advisors under President Truman, has herself served in economic posts in a variety of service functions withe the Department of Commerce, has taught economics and statistics, has worked for the Conference on Economic Progress, and, of course, since 1964 has directed the Women's Bureau in the Department of Labor.

Dr. Winston, following a doctorate in Sociology, has held enough posts to satisfy a half-dozen ordinary women, including service as the first United States Commissioner of Welfare in the Department of Health, Education and Welfare.

We are grateful that they are willing to join us in this conference and I do not want to trespass further upon their time. I simply repeat a very cordial welcome to all of you and wishes for what I know will be a successful conference. Thank you.

Helen Hornbeck Tanner:

Thank you very much, Mr. Smith. I hope you will be able to stay with us for some of the balance of the conference day, although we know there are very heavy demands on your time.

Our first speaker this morning has been partially introduced to you by Mr. Smith. I think that you are entitled to know a little bit more about the background that she brings to her present position. In looking over all the people that we have in our morning program, I have been impressed by the fact that everyone has a solid base in an institution of higher learning and periods of various lengths of service in Washington, D.C.; so we have public service and academic service in the biographies of every one of our speakers this morning. Mrs. Keyserling is a graduate of Barnard. She completed her graduate study at the London School of Economics and at Columbia University in New York. As you've heard, she was on the faculty at Sarah Lawrence College, which is dear to us because the principal speaker at our first conference was Esther Raushenbush, President of Sarah Lawrence. She enlarged her field of professional activity as General Secretary for the National Consumer's League. Many of you are active in consumer organizations. Later, she became Director of the International Economic Analysis Division in the United States Department of Commerce. Within the framework of her present capacity as head of the Women's Bureau she also serves as Executive Vice-Chairman of the Interdepartmental Committee on the Status of Women. Mrs. Keyserling knows a good deal about our Center. Mrs. Campbell has conferred with her in Washington, and many of us on the staff became acquainted with her at a conference last spring at Oakland University in Rochester, Michigan.

She is here today to answer the very challenging question, "How can women make full use of their opportunities in the professions and as volunteers?" Mrs. Keyserling.

NEW CHALLENGES TO THE EDUCATED WOMAN IN JOBS, IN VOLUNTEER SERVICE AND IN OTHER LEADERSHIP ROLES

by Mary Dublin Keyserling

Thank you very much Mrs. Tanner, Dr. Winston, Mrs. Campbell, Mr. Smith, and very good friends.

We live at a very exciting time in history, a time of intensifying democratic commitment. Basic to that commitment is the conviction that all of our people, men and women alike, are entitled to the greatest possible opportunity to develop their potentials to the full, and to contribute to the maximum of their capacity. This, I think, is your aspiration, and it's this that brings you here today. You know that this is essential to the self-fulfillment to which you aspire and you know, too, that when this aspiration is realized, you fulfill an ambition that means a very great deal to us as women–an ambition to lend our brains and hearts, our hands, to the enrichment of our society.

It was the acceptance of this challenge that led to the establishment here at The University of Michigan of this excellent Center for Continuing Education for Women. I want to pay the warmest tribute to the work being done here in the Center–the pioneering work, under the very able leadership of its Director, Jean Campbell, and by the splendid Center staff.

It's been very exciting, in recent years, to see the example set first at the University of Minnesota and Wisconsin, later here at Michigan and other places, being emulated by an ever increasing number of colleges and universities throughout the country. Continuing education centers, with much the same objectives, are developing now with startling rapidity in response to the demand on the part of women like yourselves who want to play larger roles as citizens in every phase of civic and political life—both as volunteers and as job-holders—and who recognize that the beginning is, as Mr. Smith pointed out, effective preparation, training, renewal of old skills, the acquisition of new ones—training related to the changing realities of our time. Training is essential if the aspiration to play a more effective role is to be realized.

My assignment this morning is briefly to paint a picture of where we are making gains toward the realization of our aspirations, and most especially to remind us, as women, that we still have some very serious obstacles which we must help overcome. I want, too, to suggest specific ways in which we can help ourselves and others take fuller advantage of the opportunities open to us, as individuals and through our organizations, and as citizens, too, through the exercise of the power of decision-making inherent in our vote.

Now suppose we start by looking at our changing roles as job holders. You know that the employment of women has been increasing very rapidly. More than twice as many of us hold jobs as did in 1940. There are now over 29 million women in the labor force. But I think even more significant than the increase in our numbers is the change in who it is among us who are at work. Younger women, let's say women aged 18 to 34, are a little more likely to work than they used to be—comparing today with 1940—but not much more likely. It's the work pattern of mature women that has altered so very dramatically. You know, before World War II, we thought we would work for a few years after leaving school or college. Our aspiration was to marry and then to drop out of the labor force. By the time we reached middle age, there were relatively few women wage earners left and the proportion diminished the older we became. This is no longer true. Since 1940 the number of us in the labor force who are 35 to 44 years of age has more than doubled, the number aged 45 to 54 has more than tripled, and those of us in the 55 to 64 year age bracket who are at work has increased more than fourfold in number. A tremendous, dramatic change.

As we think about it, we can appreciate the factors that have combined to turn so many more of us—particularly mature women—into jobholders. The number of years we spend in intensive child care has been greatly reduced. We bear fewer children and we bear them earlier than women used to do. Half of us now complete our families by the time we're 30. Once our children are in school, we can look ahead to a long period of life stretching ahead which we want to be filled with creative, interesting and, yes–remunerative, experience.

I don't need to elaborate on how much easier and less time consuming housekeeping is for us today than it was for our mothers. This, too, has given us a great gift of time.

Another big factor in the changing pattern of women's lives is the increased educational opportunity open to us. Just think of the fantastic change in my own lifetime. When I graduated from high school, only a quarter of the girls of my age did so. Now 75 percent of our girls are high school graduates. College entrance has increased at an even faster rate. Education has deepened our concern with the world around us, enlarged our desire to be useful, our desire to help make this a better world for our children–for all people's children. It's given us new skills and the aspiration to use them. The more education we have the more likely we are to be part of the job world. Among all women who have completed grade school only, 30 percent were in the labor force in 1967. The percentage jumps to 47 percent for high school graduates. It's well over a majority for college graduates. Many of you here today are women who have had at least one year of post graduate training. For the large majority of such women–those with 5 or more years of higher education–employment has become a lifetime commitment. All but a few of these women elect multiple roles–choosing not marriage *or* a career, but marriage *and* a career. Over two-thirds of these women–with 5 or more years of higher education–regardless of age, are job holders. And in their middle years–45 to 54–about 81 percent of them are in the labor force.

We can tell young women today that 9 out of 10 of them will be wage earners and that on the average, they can expect to work more than 25 years. And women's average work life expectation is lengthening from year to year. This is a new reality of our times.

Because as a nation we have gained far greater mastery over the workings of our economy and have been able greatly to stimulate economic expansion, immense numbers of new job opportunities have opened up, and opened up especially to women because we have constituted a reservoir of talent to be drawn upon. Our skills have been in ever increasing demand.

We have taken the jobs that have opened. We've needed and wanted the money. Our economic motivation is not to be minimized. Sending children to college—and this is the aspiration of most women—is an expensive proposition. We want to own our own homes. We want to help build up family security. By working, we women have helped greatly to advance the American standard of living. Our contribution to family income is no small part of the doubling, since 1940, of what the average American family can actually buy.

The importance of the earnings of wives is indicated by the fact that in 1966 seven out of ten of the families in which both the husband and wife were earners had incomes of $7,000 or more. (We now generally recognize the urban family of four needs a minimum of $7,000 for a modest but adequate standard of living.) Send the women home? Take away their contribution and six out of ten of these families would have had incomes below this level of modest adequacy. The best antidote to poverty is a working wife. Only 5 percent of families where both the husband and wife worked were poor in 1966. Without the wife's earnings three times as large a proportion would have known the terrible hardships of poverty. Yes, our contribution as wage earners is important to us, to our families, and to our nation.

But for all the progress that we've been making, the job picture isn't by any means all rosy, as far as women are concerned. We're still very highly concentrated in the relatively lesser skilled, lesser paid occupations. Even among those women who worked year round—that is for 50 weeks a year or more—and full time—that is over 35 hours a week—over a fourth had total money incomes of less than $3,000 in 1966. And, more than two-thirds of these year-round, full-time women workers had money incomes of less than $5,000. Not very happy news.

Very few of us, let's face it, are at the top of the job ladder. Only a little more than one-half of 1 percent of us earned $10,000 or more in 1966. Less than 4 percent of all women who worked earned $7,000 or more. In law, medicine, engineering, science and business management, we've made relatively little headway for a good many years. Only 1 percent of the country's engineers are women, only 3 percent of its lawyers, only 7 percent of its physicians.

Our role in medicine is an interesting case in point. We fare far less well than in most other countries. A recent study of women's role in medicine in 1965 in some 29 nations of the world revealed there were only three countries with a smaller percentage of women physicians than in the United States–South Vietnam, Madagascar and Spain.

In the field of business management, our role is virtually negligible. Experts who have recently studied this tell us that the barriers here are so great "there is scarcely anything to study."

Taking all the professional and technical fields together, we now constitute actually a smaller proportion of the people engaged in them than we did in 1940. Twenty-eight years ago, we held 45 percent of the technical and professional jobs as compared with only 38 percent today. Let me emphasize, however, that this diminishing role is relative, not absolute. This is sometimes misunderstood. There are not *fewer* of us in the professions. Our numbers have more than doubled since 1940. But the number of men who are in professional and technical jobs in a world in which these skills are in ever increasing demand has far more than tripled. So that we hold a *relatively* less advantaged place–and I put the emphasis on the word *relative*–in this aspect of the world's work.

Let me stress another point which is also sometimes misunderstood. To say that the rate of growth in the number of women in the professions hasn't kept up with the over-all demand for such workers–and I obviously suggested that it would be desirable that they not be outpaced, both in their own interest and in that of society–is not tantamount to saying that we should push more and more women into work–that we must have a larger proportion of women at work than are actually so engaged. In a democracy, women should decide this in the light of their own individual and family attitudes and circumstances. The fact remains that there are more than twice as many women now employed as were in 1940. They have *elected* to work and it's what they *do* that is important.

As the proportion of women in the higher level jobs has declined, they are increasingly taking over the less advantaged ones. Back in 1940 women represented 40 percent of those in the service trades; now they represent 57 percent. Women used to be 53 percent of those in the clerical occupations; they are now 73 percent.

This increased concentration of women relative to men in the lesser skilled occupations in recent years has been reflected in the wider gap between the earnings of men and women. In 1966, the median wage or salary income of women who worked year round and full time was only 58 percent that of men so employed; in 1955 it had been 65 percent. This widening differential doesn't reflect widespread and growing inequality of pay for equal work. Actually, we are making a great deal of headway toward equal pay for equal work thanks to new legislation and changing employer attitudes and practices. Rather, the size of the wage differential tells us something about the relative location of women in the occupational structure. The growing wage gap tells us our talents--as I have pointed out--are even less fully drawn upon, relative to those of men, than they used to be.

President Johnson, not long ago, looking at the picture of how as a nation we are failing to make adequate use of the potential skills of women, concluded: "The underutilization of American women continues to be the most tragic and most senseless waste of this century. This is a waste we can no longer afford." The President went on to point to the need of our country for teachers, for specialists in the health services, in science and engineering, in State and local government, and he concluded that in these few fields alone we will need 110,000 additional trained specialists every single month for the next ten years. Said the President very realistically, "That requirement cannot be met by men alone and unless we begin now to open more and more professions to our women and unless we begin now to train our women to enter these professions, then the needs of our nation just aren't going to be met."

Had the President mentioned the vast array of new needs for skilled people in the wide range of other community service fields, including social work, and the variety of programs necessary to a successful war on poverty, to the war on discrimination which we must wage as a nation, and to the war on city slums, his estimate of need would have been very much larger.

It's all these career fields, for which highly trained professional people are required, which are expected to grow the fastest in the years immediately ahead. But, there also will be a great demand for supportive people, assistants to social workers, to teachers, to librarians, to health workers, to mention just a few.

Yes, it is a good time to be a woman and to know that one's talents are needed as never before. It's a good time in our country's history. I don't believe there has ever been a more wonderful time to be alive. It's not all dismal as some of our commentators would have you believe. I find this a more exciting moment than any we have ever known before because we now have the means to accomplish the tasks that mankind has dreamed about for centuries, but lacked the capacity to carry out. Yes, we can, if we set ourselves this task, eliminate poverty in ten or fifteen years. We can assure all our people the good way of life that is their due. City slums can be replaced by good dwellings. We have the means to bring to everybody the health and education and other services which make possible the fulfillment of the individual. Our surroundings can be beautiful and the quality of life can be enhanced as never before.

But if these goals are to be brought to fruition—and they must be—we shall need armies of people with deep awareness and concern and, above all, the new skills which the challenging tasks of our time demand. We shall have to turn especially to mature women whose children no longer need their full time and attention, women with ability and the desire to use it. Fortunately, we women are ready for these new and greater challenges. The fact that you are here today participating in this conference-workshop and that women like you by the thousands, by the tens of thousands, are flocking to similar seminars held all over the country indicates that we are on the way toward making more effective use of the potential talent available to our nation. How do we put this potential talent and need for this talent more effectively together? How do we see that the abilities of women are more adequately used? We have a big job to do and all of us are challenged to put our shoulders to this important wheel.

President Johnson has given clear recognition to the responsibilities of government. He is determined to make employment in the federal services a showcase example of employment policy. This is reflected in his many appointments of women to top level positions. It is reflected in a recent Executive Order which prohibits all forms of discrimination in federal employment, including discrimination on the basis of sex. Merit and qualification alone is the key to the job, except in that mere handful of jobs for which sex can be called a bona fide occupational qualification. Try to make a list of such jobs: warden in a man's prison–man; model of a bikini–woman. I could list a few more if I tried, but not many.

The passage of The Federal Equal Pay Act is helping. This assures equality of pay to all those who are doing work requiring equal skill, effort and responsibility. The Equal Pay Act has done much more than redress inequality. It has, in fact, widened employment opportunity. So, too, has the inclusion in Title VII of the Civil Rights Act of 1964 of a prohibition of discrimination in employment on the basis of sex, as well as on the basis of race, color, religion and country of origin.

We have made real gains with respect to law at the state level. Thirty-six of our States and the District of Columbia now outlaw pay discrimination. Fourteen States and the District include a ban on discrimination in employment on the basis of sex in their Fair Employment Practice laws. As you may know, there has now been established a Commission on the Status of Women in every one of our 50 states, in the Virgin Islands and the District of Columbia. You have had a very effective Commission at work here in the state of Michigan. In fact, it was the very first to be appointed. It made a first report, went out of business, and has now been reconstituted under the very able leadership of Mrs. Howard Liverance, its chairman, who is here today. These Commissions, here in Michigan and in other states, have been a force for these and other legislative gains of great significance to women.

But new and improved laws and regulations are but part of what is needed to effectuate employment progress. There must be changing attitudes and employment practices on the part of employers, and our Commissions are helping to encourage them. They are helping to explode the myths about women's work performance, which have long since been outworn, but which still serve as barriers in employment. There is the myth that our absenteeism is higher; it isn't. The myth that our job turnover is so much higher than men's; it isn't. The myth that we marry and leave our jobs, never to come back; it just isn't so. And it certainly isn't so the higher up the job ladder you go. Myths are dissipating, but not as fast as we want. We ought to give them a push. Employers increasingly realize that they are the losers when they turn down the ability of a really top notch woman for a top notch post.

But as I look at the picture, nothing will bring faster progress than needed changes in the attitudes and the actions of women themselves.

Improved vocational counseling of our young girls takes on new significance if they are to appreciate realistically the new roles that they will play, set their sights high, and prepare effectively for the multiple roles that will be theirs—not only as the job holders most all will be at various times in their lives—many of them throughout their lives—but also as volunteers and as citizen participants in the affairs of their communities.

Let me ask you this. Are you working hard enough to assure that your schools have an adequate number of counselors, good ones, who appreciate the special counseling needs of girls in today's world? Unless you do, you can be sure that your daughters will not take their places as effectively as they should in the job world of tomorrow.

There is no greater need than the need to encourage the expansion of special educational and training opportunities open to mature women entering or reentering the labor force. Today, women over 35 constitute the great majority of women at work. If I were asked what I believe has been the greatest single factor in the declining relative use of woman power, especially in the professions, I'd point to this fact: if a very large and growing proportion of employed women are older women returning after a period of absence without the refreshing of skills, without the acquisition of new ones now in demand; if they drift into jobs without intensive preparation, without deliberate planning, without the confidence in their abilities so essential if they are to set their aspirations high and realize them, they can't expect to make good places for themselves, can they?

Above all does the mature woman need career counseling on a larger and better scale than ever before. We need guidance and continuing education centers in every city in America to which women with different backgrounds and education and different degrees of training and potential skill can go for advice and testing. What are our potentials? Where do our talents lie? What are the career opportunities open to us? What training do we need if we are to be as useful as we seek to be? Where do we go to get it?

The splendid example of The University of Michigan Center for Continuing Education of Women is being replicated widely. Let me illustrate this. Two years ago, we in the Women's Bureau decided that it would be helpful to mature women to publish a bulletin on continuing education programs for women. We didn't make a nation-wide, comprehensive college-by-college survey, but we did attempt to list those colleges and universities known to us with programs of special educational services designed primarily for adult women. Our report was intended to be purely illustrative. There were fewer than one hundred institutions listed. So many new centers have been opening, so many new projects undertaken, that we had almost immediately after our booklet was in print to undertake a revision. Within a few weeks, a new edition will be off the press. It, too, will contain not a full and comprehensive list; it will cite the outstanding continuing education programs that have come to our attention. But the list will be more than twice as long as the one published two years ago. And we hope it will be out-of-date just as quickly.

Many of our Commissions on the Status of Women see the need for this kind of service and assistance and are pressing for the establishment of these vital career centers and services. The New York State Commission in its report to the Governor recommended the establishment of 5 special guidance centers for women in different parts of the State to which every woman of every educational and income level could come. One of these centers has already been set up and has been in operation for more than a year and a half and is proving to be a great success.

I believe we can anticipate a great growth in services on the part of our community colleges to help mature women train for the new roles they seek. Several such colleges are pioneering with special programs to prepare women for community services. One that comes to mind gives accreditation to especially able women who haven't graduated from high school, saying, "Life experience counts." Isn't this the kind of adjustment that's desirable and needed? They will give them certificates at the end of two years, not for professional work because obviously that's not enough training for the professions, but as professional assistants, who are needed in ever increasing numbers.

I believe that we must encourage our high schools, too, to respond far more than they have to this same kind of need for vocational guidance and training. They are neighborhood oriented. They are within the reach of all women. Why shouldn't their facilities be used in the evenings when many of them stand idle? There are people in the community who would be delighted to serve as faculty members, as counselors. This is an important, potential neighborhood service. I hope before I'm an old lady to see this a standard part of the high school curriculum open, not just to women, but to men as well. Because, as Mr. Smith said, skills get obsolete all too quickly, and men who were trained for one job find themselves in mid-stream without the skills that the changing world demands.

We, in pioneering as women for continuing education, may be rendering a very special service to all people. I believe the continuing education of the future will be a resource which men, as well as women, will use on a far larger scale than is dreamed of today.

The continuing education services which we are now developing at a rapid rate must be flexible, geared realistically to women's needs. They must make part-time study possible. They need to include day care services. Should they not grant credits for life experience that may be no less meaningful than a high school diploma? We haven't begun, as yet, to explore as fully as we should the need for scholarships and loans to assist mature women who want to take advantage of training opportunities. Maybe we should have the equivalent of the G.I. Bill of Rights for women as a reward for their service for bringing up the next generation.

Educational innovation and experimentation must be the order of the day. Important changes are needed in the admissions policies of many of our professional schools if the talents of women are to be better used. There are unacknowledged quotas on the part of some of them based on the false assumption that it's a waste to give a precious place to a woman because she will marry and drop out from the work force and waste the investment in her training. This is an antiquated notion and the schools should wake up to this fact. She will marry—yes. But the large majority of professional women, as I have said earlier, don't drop out. And still fewer would leave the work force if we did a better job to meet the need for day care services for the children of working women.

Women, as we know, are working, largely for economic reasons, many because they have no other choice. There are over 5 million children under the age of 6 whose mothers work and we have facilities for the care of less than half a million of them. We haven't begun to tackle this job. It's a job that's got to be done in all local communities. It's an investment that we can afford. It's an investment we cannot afford to neglect.

Some of our professional schools don't admit the older woman. Change is needed here. The mature woman who, once she is trained, has 25 or 30 or even more years of able contribution to make, far more than enough to justify her training.

Don't you agree, too, that there is need for far greater flexibility in training? Why should a medical degree, or a law degree, or an engineering degree be earned in a fixed period of time? Part-time study will require curriculum adjustments and it's time they came. Part-time study makes sense. It's realistic, it's needed. And, just as part-time study preparation should be feasible, and in fact encouraged, we need to do much more to expand part-time work opportunities.

Especially if women are to be able to make effective use of rising employment opportunities, do we need far better organization of household service. Many efforts are underway, directed toward the upgrading of household employment as an occupation which, like all work, should have dignity and status. This will help the women who work as household assistants; it will help the women who need their assistance. We need to encourage the development of commercial services who can send a team of skilled, bonded people into the home on a contract basis, and at a reasonable price, to do the jobs that need to be done quickly and efficiently.

I'd put high on my action list the liberalization of tax deductions, not only for day-care costs. I'd include household assistance to the working woman as a very justified deductible business expense.

I haven't by any means covered all the items which we might add to the action list. Perhaps we can add others in the course of our discussion.

Before I conclude, let me stress most emphatically that when we talk of expanded employment opportunities, we're concerned not only with the pay check, but with the full use of ability. Career opportunities with great potential are by no means limited to gainful employment. Our service organizations must find ways to do a much more imaginative job in making use of the volunteer, in delegating more responsibility to her, in making qualified volunteer service the rewarding opportunity it can and should be. Throughout the country, much thought is being given to ways in which the service job and the volunteer worker can be better matched, training improved, and the job designed more creatively.

When I talk of career opportunities, I don't want for a moment to neglect one of the most challenging avenues for service open to us as women. Why aren't more of us saying, "Politics will be my career!" We women are so far behind as women in this most important aspect of American life, there's no place for us to go but up. Only 2 percent of the members of Congress are women. In other countries one might name, women comprise 12, 14, 16 percent of their parliaments. Yes, we do better with respect to state legislators. How much better? Fewer than 5 percent of them are women. Why not set your caps for the position of mayor? What's the matter with that? How about being a member of the City Council? The Commissions on the Status of Women are making up rosters of qualified women and urging Governors to consider them for appointive jobs. But, then it's not very good to have a roster unless women say, "This is an important, a useful place to serve."

These are but some of the many means to be considered and acted on if there is to be greater development of women's potential and the full utilization of women's abilities.

When we talk of the need for larger opportunities for women let's never minimize how much is up to us as individuals. Freedom of choice has never been greater. It has expanded not only because of the many new realities in our personal lives; rising living standards, larger educational opportunity, and the unprecedented availability of challenging jobs to be done have opened new doors to us far wider than ever before. But, it is we who must move through these doors if we are to make a larger contribution to the world around us that can enrich our own lives and those of others and make them more meaningful.

Helen Hornbeck Tanner:

Thank you very much, Mrs. Keyserling. I always feel charged up when I hear Mrs. Keyserling make a speech. I feel as though I ought to get the flag out and wave it. I can assure Mrs. Keyserling that by now we are all in the spirit of pioneers and I can tell you that as pioneers working on the frontier, there is no more important arsenal of weapons than the statistics that come from the Women's Bureau of the United States Department of Labor. We make use of them freely in our office and I'm sure many of you have done so and will do so in the future.

Our second speaker this morning is Dr. Ellen Winston. She is a graduate of Converse College in Spartansburg, South Carolina. Her Ph.D. degree is in Sociology from the University of Chicago. She was head of the department of Sociology and Economics at Meredith College in Raleigh, North Carolina, for four years before becoming Commissioner of Public Welfare in North Carolina that has been her major career from the point of view of time. She has been active in social welfare projects and organizations at the state, at the national and truly at the international level. Rather than cite any of these numerous positions, I will give you a glimpse of their subject matter. One finds such phrases as "problems of children and youth", "problems of gerontology", "migrant labor", "juvenile delinquency", "problems with family services administration", and those of "Cuban refugees". In March of 1967, Dr. Winston resigned her position as United States Commissioner of Welfare to devote full time to the field of social welfare policy. She is still a consultant to the Department of Health, Education and Welfare, as well as to many non-governmental organizations. Among her numerous concurrent positions at present, she attaches considerable importance to the Chairmanship of the Task Force on Health and Welfare for the United States Citizen's Advisory Council on the Status of Women. Dr. Winston has come all the way from North Carolina today and will enlarge upon our conference theme discussing, "New Careers in Community Service for Educated Women"—Dr. Winston.

NEW CAREERS IN COMMUNITY SERVICE FOR EDUCATED WOMEN

by Ellen Winston, Ph.D.

Thank you very much, Madam Chairman, Mary Keyserling, Mr. Smith, ladies and gentlemen. I'm delighted to be back on the Michigan campus and particularly on a beautiful spring morning.

So far as educated women are concerned, the world today is indeed your oyster. I think you've gathered that from the address which you have just heard. Our problem is to pry it open more widely than we have done in the past. You have been given the total panorama in this field and many of the current facts—facts that are supportive of the trends discussed at your 1966 workshop in the excellent paper "Women in the Labor Market" by Dr. Eva Mueller.* If you haven't reread it recently, I suggest that you do. Hence, I feel that I can free wheel a bit with regard to some of the continuing hard realities of community service careers for women as well as speaking about the specific fields that are now open.

In approaching this topic, I decided that it would be well to divide it into three, quite unequal, parts. First of all, I want to deal with some of the issues which are perennially pervasive in this whole question of utilization of trained woman-power in the local community, in the whole spectrum of areas that have just been suggested. While we might, as individuals, like to disregard some of these issues and approach the subject objectively without regard to special considerations, both history and present conditions make this quite unrealistic.

Then, I would like to suggest the broad scope of opportunities for productive and satisfying careers in today's community. The whole trend toward greater emphasis on the service occupations—sometimes we like to call them the helping professions—offers unparalleled challenges to educated women. Too often we have simply tended to emphasize the lower level openings in the service fields, especially with our growing and very proper concern about greater employment of indigenous workers and so-called non-professionals. Actually the extent to which we can make progress here is to a very large degree dependent upon the need to place comparable emphasis on strengthening the staffing in major areas of community service by professionally qualified personnel.

My third point will deal with the importance of community support. Whether we like it or not, and I suspect that we really like it, the obligations of women with respect to homemaking will continue to impinge strongly upon the whole question of employment. We have been discriminatory with respect to women who work in our failure to provide adequate community supportive services of varied types, the provision of which again offers a challenge to the career orientated woman within her own community.

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*_New Patterns of Employment,_ Proceedings of the Conference Workshop, March 29, 1966, The University of Michigan Center for Continuing Education of Women, 330 Thompson Street, Ann Arbor, Michigan 48104

The intrinsic problem has been dealt with by each President, really, over the last several years, but I would like to quote particularly from President Kennedy in the report in March 1963 on Manpower. "The ideal of full employment in the large sense that each individual shall become all that he is capable of becoming and shall contribute fully to the well-being of the nation even as he shares in that well-being is at the heart of our democratic belief."

Quite literally, as I move about the country and participate in many professional groups, I wonder, "Where are the women?" I say this knowing the statistics on the employment of educated women full well and the proportions that are in the labor market full time, but also recognizing that roughly half of the women, not in the labor market, are too often at home engaged in what most of us would classify as scarcely productive pursuits.

Just two weeks ago I was at the Center for Continuing Education at the University of Chicago at a meeting developed by The American Assembly and the American Bar Association. One hundred eighteen professional people had been invited, among whom there were four women. The other three were attorneys. We know that the legal profession has been slower than many fields to encourage women to enter it, but I suggest that these are really distressing figures at this point in our history and for women concerned about contributions of educated women.

Where do we start when we talk about educated women? The usual point of reference is a college degree, and I think this is properly so as I will indicate later on. However, when we look at the statistics, perhaps we had better start with the high school graduate or the woman who has completed two years in a junior or community college—that burgeoning new factor in the educational scheme of things. If we are to have new careers in community service for educated women in the magnitude that our society needs, we must, as one important step, encourage those women—not only the younger women, but as you heard, the middle-aged women as well—who have at least high school diplomas, to take advantage of the widespread opportunities to obtain college degrees. For many of the service fields, the A.B. degree is the entering level for professional status, with or without later professional specialization. There are relatively few women today who are not in commuting distance of a four-year college or university. How many of them, however, are willing to do what one of the lawyers at the Chicago meeting reported he had done, hold a full-time job and go to school five nights a week for four years? Recognizing the same accessibility for education at the post-graduate level, women are caught in the same upward education spiral as are men, hence the importance of opportunities for advanced degrees.

In too many of our communities it is still news—and we get articles in the women's section of the Sunday paper—when a woman after marriage, perhaps with small children, goes back to complete her college work or studies for an advanced degree. Those of us concerned over the full utilization of woman-power have a continual selling job, I feel, and a basic responsibility to encourage women to pursue their educational efforts, not just on a piece-meal basis but in terms of obtaining the specific goals in courses and credits that mean something when you apply for a job. I really am not talking about those of you who are associated with centers for continuing education of women. I am talking about women generally in the community who have learned the hard way and have the individual responsibility to help younger women or women who are their contemporaries make the choice to move back into the educational pattern and to look for the kind of productive openings for which they can become qualified.

I also want to emphasize the point about specific courses and credits, because I think too often women get themselves trapped into taking some kind of refresher course or some kind of non-credit course. These are fun, they are interesting, and they are helpful, but for my money the only courses that are basically worthwhile in the long haul are those that will help to upgrade the woman in the general field in which she wants to work. It doesn't do much good when you're filling out a job requirement sheet to say, "I took so many courses for noncredit." So I emphasize the hard line here. More and more, as Dr. S. M. Miller of the Ford Foundation pointed out in a recent paper, it is essential to have proper credentials, and academic degrees are major credentials in community service programs. Moreover, the trend here, as in other fields, is relentlessly upward. As another facet of the problems of new careers for educated women, we know that women settle too easily for openings in the labor market below their full capacity. I admit that if one is not challenged too strenuously during the day, it is probably easier to carry out home responsibilities after the working day is over. However, we will not reach the ultimate potentials for educated women in community service unless women generally value their knowledge and skills properly and seek positions commensurate with them.

I, too, have watched with growing concern the percentage increases of men in those professional fields most usual to women in any community as the salaries and the status improve. Certainly many fields need more men and certainly we support improved salaries. What does concern me is the continued willingness of women to allow themselves too easily to take second place as the jobs for which they have the educational and experience background improve. You've heard the figures about salaries of women. This, of course, is an old story in any field that you care to investigate so far as the service professions are concerned.

Many years ago, I read an article which counseled young women to have two strings to their bows–that's *bows,* though two strings to the other kind help too. In other words, to secure sufficient training in two lines of endeavor so that they would have broadened choices. It is still good advice, and I dare say that many people in this room with work experience of any length have been trained for and employed in at least two or more distinct fields. Because the boundaries of job classification often become quite flexible in community services, this is pertinent for today's consideration. I think this is one important distinction about the service professions, because it is easy, relatively, to move from one focus to another in those professions whereas you don't move readily for example, from physics to biology. But, here you can move back and forth as the opportunities expand and as one has increasing interest in what may have been a peripheral field in the beginning.

We live in an era of high mobility in which many of our industries now as a matter of policy move their bright young men at frequent intervals. I bring up the men because after all, for the career-oriented woman, there is no more important choice than who will be her husband and whether or not he, too, is dedicated to the important role of women today. Therefore, if educated women are to have new careers in community services, generally they should think in terms of training in fields that are in demand throughout the country rather than becoming too tied down in fields where mobility and leaving one's employment involve too high a price. In my long experience in North Carolina, we used to follow our bright young professional women when they married. If they moved from one part of the state to another, we'd see that someone in the new community knew about them in order to bring them right back into the field in which they were making such an important contribution.

I come now to specific areas of community service for educated women. Using the term "the helping professions," we can list a wide range of settings, all of which require educated women in increasing numbers–elementary and secondary schools, with their focus not only on normal children but increasingly on the handicapped, the gifted, the pre-schoolers; literacy programs; vocational training centers; day care facilities; the many public and private social welfare agencies generally; playgrounds; recreation centers for various age groups; correctional institutions; delinquency prevention programs; legal aid clinics; employment offices; Social Security offices; mental health clinics; community or neighborhood centers; homes for the aged; nursing homes for the infirm; family planning clinics; maternal and child health clinics; hospitals; rehabilitation centers; consumer education projects; libraries; museums; student centers; housing developments; city and other planning offices, and on and on. And these are mainly public and non-profit agency settings and do not involve the range in business and industry and private professional practice that have a major community service as a component. Choice of settings in which to work, it seems to me, is a significant factor for many women seeking a job in community services, especially when professional preparation makes possible considerable choice with regard to areas of practice. There are some of us who wouldn't be happy in a library or in a hospital but could find just the sort of setting in which we want to work in a mental hygiene clinic, perhaps, or in an adoption agency.

I don't need to emphasize with you the sharply growing demand for services in all of these settings. As an affluent society, we can afford them. As an increasingly better educated and more concerned society, we demand them of our communities. And in all of the service professions, bar none, we need substantially more personnel. Whether or not we have the jobs actually set up, however, in a given community with the necessary financing depends upon a variety of factors. One such factor, certainly, is the known availability of properly qualified people to fill additional jobs. That is one of the reasons it is so important for women with special interests to let it be known in the community.

If there are not yet openings in that particular field of specialization, there is no reason why there shouldn't be, once the community knows that there is a potential for filling this special type of job.

In a Seminar on Manpower Policy and Program held in Washington by the Women's Bureau almost a year ago, your good friend, Under-secretary of Health, Education and Welfare, Wilbur Cohen–and now, as you know, recently appointed Secretary of HEW–pointed out, and I quote: "As we advance with new health and education and welfare programs, we shall find, as we already have today, that their success depends upon competent people to implement them, and this will depend upon utilizing more and more women. We live in the age of automation. Computers do many tasks that were once reserved for human beings, and although they will do even more so in the future, we will still need more brain power." He could just as well have said, "more woman power."

When I talk about community services I run into the fact that what you really have is a great long catalog because too often we do not realize how many individual items we have to choose from. In evaluating the service professions, I have found that we usually begin with the health field. Why? Because the needs here are so dramatic, and because each of us recognizes the importance of adequate health personnel with respect to the total welfare of ourselves and our families. There are many relatively new careers which are opening up as society has become smarter–not yet smart enough, I would say–about breaking large jobs down into their components, in relation to the specialized skills which can be used most productively, and as cost factors are of increased concern. This is going to be one of the things that will help women, too, because we are going to segment our jobs much better than we have in the past. We are going to put price tags on what it costs to provide a particular function within the community for given numbers of people. We've been very, very slow to do this in the service professions and, in fact, it opens up a whole area of potential opportunity for the woman who likes this kind of work.

Before moving on to suggest some of these new emphases, I, too, want to stress the old careers in community service. If we are to do the kind of job that should be done, there must be substantial increases in all of the therapies–the physical therapists and, perhaps to a lesser extent, the occupational therapists. Speech and hearing therapists are in comparable demand, not just in our schools, but in all of our institutional settings that involve children particularly. The health educator has pertinent training from several fields and helps to bridge the gap between the health and welfare professions to a goodly extent. Some of us can remember when the medical records librarian was an unusual position, but with our expanding health programs, with the increasing emphasis on health care as a right for all people regardless of their economic status, including preventative services, this specialty has opened up for much greater numbers of women. The public health programs call for many skills. A recent description of services required in comprehensive community oriented health projects for pre-school and school aged children is illustrative: "medical and dental *screening, diagnosis, treatment, and aftercare, psychiatric counseling*, physical and occupational therapy, speech and hearing services, and social services." All of these are important fields open to women.

Before turning from the health field, I think it is only fair to mention the diversification of specialties in the nursing field today. Not only do we have increasing specialization of the nurse in various types of cases with which she deals, but increasing demands for nursing educators, for supervisory nurses, for public health nurses, for public health nursing consultants, and so forth–all of the latter requiring a college degree as well as special nurse's training. Home health services are just beginning–literally to be blasted open as a result of Titles XVII and XVIII of the Social Security Act known as Medicare and Medicaid. These are opening up major community demands for nurses qualified to take substantial responsibility for patient care and management as we go out from the clinic, or the physician's office or a hospital into the home.

An old career, basically, but one in which the newer demands far exceed the supply in most communities, is that of the trained home economist. You may be surprised that I mention this, but I see so many demands today for women who are specialists in dietetics. For example, we expect to see great improvements in our homes for the aged, in our nursing homes, in our school feeding programs, in our child care institutions. They all will require qualified dietitians in charge of the food service as part of the state's licensing standards. Not a new field, perhaps, but certainly new areas in this instance for the practice of an essential specialization. Nutritionists, often with major educational responsibilities, represent another established specialization. We were using them 15 or 16 years ago in our child care programs of all types and in connection with our home care programs for the aging. Every state department of public welfare needs at least one home economist in the policy-making structure. Other home economists function exceedingly well in supervising the rapidly expanding programs for Homemaker Services, about which I will speak a little later.

When one turns to the field of education, I suppose the most appropriate emphasis is simply upon more teachers, but I think you might be interested in two statistics that I've picked up in the last few days. In the fall of 1967, in other words for the current school year, there were 1,855,000 full-time and part-time public school teachers. Just yesterday I was told that after four years only one-fourth of the teachers are still in the public education field. The whole issue of turnover of teachers in the community is a tremendously significant factor for us today. And, of course, in this day and age we are not talking about the teacher of a generation or even a decade ago, but about the newer teachers trained in new educational techniques to utilize an increasing range of learning machines and other devices and to adapt to team teaching. In essence, we are speaking about an old field but new careers. You are fully aware of the challenges at all levels of education, but I would put this high on my list of community services for the trained woman.

When I come to welfare, which has been basically my own field, I'm talking about a field which will be in a great state of flux in the years immediately ahead. I think it is important that we have more women leaders who will help to guide the direction of the changes that are on the horizon. Traditionally, we have relied upon the case worker to carry the total job with skills that the public welfare field rather uncritically adopted generally from the private social work area. But, we've now learned better. It is true that we still need thousands of case workers who will be doing the individual work with the individual client, be it an individual or a family, but there are crying demands for persons who are skilled in group work, in community organization, in the field of management and administration. Any public welfare agency, and there is one in every state capital, in every county and in every major city of the United States, is feeling the thrust toward an interdisciplinary staff. Here are opportunities for psychologists, for sociologists, for economists, for persons who may not have thought of public welfare or other public agency settings as potential locations. With a projected demand by public agencies for about 100,000 social workers by 1970, this is a challenging field which any interested woman with an A.B. degree can enter. If she is interested in progressively increased responsibility, she can set her aspirations for the top position in the profession as evidenced by both state and federal administrators. Or if, for example, helping deprived children develop to their full capacity is the motivation, this, too, can be achieved by the dedicated child welfare worker in any community in the United States.

A field of community service which we have not yet institutionalized at the state and federal levels to the extent that we have health, education and welfare, is recreation. We like to talk about increased leisure, and appropriately so, but we have had far too few women fully explore the opportunities for community service in the recreational field—one of the fastest growing of all our so-called service fields. We know that we must be more concerned about recreation for all the family. Just as we have stressed recreation for children and youth, we must now accept responsibility for carefully planned programs for the growing numbers of older people. This is particularly challenging, I think because of the fact that at the end of a good many years, the range of interests is so different, the types of experiences are so different, that we can't develop just one program. It must be multi-faceted and a highly sophisticated program if we are really to meet the needs of older people in this respect.

There is no lack of opportunities or career choices. A little delving in any community will uncover additional areas, but it requires delving since most of the ads are still limited to waitresses, household services, beauticians and typists—you know the panorama.

Another field, or rather related fields, seen in every large community today and many of the smaller ones, are the interviewing and employment counseling services through our state employment offices. These offer particularly valuable entering positions for the college-trained woman. They are basically in the personnel field, which is also one of the growing opportunities with even relatively small industries and organizations now of necessity strengthening their personnel offices. Certainly every government agency at the federal, regional, state and often local level must have personnel specialists. Not far removed from this area, and more technical and hence more challenging than some would recognize, are the professional positions in the Social Security offices. Because of the training opportunities, there is substantial movement to positions of greater responsibility, and some of our most effective district office managers are women.

Public housing is another field with local roots, regardless of the source of financing, which offers the potential for employment as directors of local housing programs, managers of large housing projects, and related activities. More than 1,000 communities now have public housing developments, which means that they have opportunities for women somewhere in the structure. This area impinges very closely upon the increasing range of the so-called poverty programs. I am not particularly picking those out for emphasis today because all the good programs really are programs that are part and parcel of the main emphases in the fields that I have been discussing. It is true that in many of these poverty programs, and properly so, we make particular efforts to use indigenous personnel. But, the programs themselves must be directed by competent people—preferably with special training in the area of special emphasis. Professional workers are either the direct supervisors or the trainers of the neighborhood workers or they carry out the professional components of the total program.

Most of these areas make substantial demands upon persons with administrative and supervisory skills and experience. Such persons are in short supply. I know all of the old arguments about women in such positions, but those of us who have had actual experience can testify to the competence and efficiency of top women administrators. You have many here at this workshop. Individually more women should be willing to take the risks–because there are risks–that are inherent in these types of responsibilities.

While this has been an abbreviated, incomplete catalog of the many existing opportunities for trained women in community services, there are a few additional channels that I would like to mention. For many women, career opportunities in connection with their religious affiliations have particular appeal. While there is movement at different rates into programs that are not specifically oriented toward the time-honored areas of church activity, we are seeing a burgeoning of new programs of revision and strengthening of old programs which call for the guidance of professional women. I refer, for example, to the range of social service programs under religious auspices–there are Catholic charities, Lutheran charities and so on. While child welfare has been predominant in the past, services to older people including homes for the aged are expanding rapidly. The hospital field with the various health provisions that this implies continues to be important. There is more and more demand for religious-oriented materials of an educational nature so that those who are skilled in writing or other forms of communication have potential opportunities. Some church-related groups are placing special emphasis upon training women in public affairs and how to be knowledgeable and active in legislative areas.

Also, as an affluent society, we are seeing growing interest in the arts, broadly defined. I do not think that we can leave them out in our concern for community services. New careers for service in this area are opening up in community after community. There are exciting paid jobs in art museums and a whole range of other cultural activities which help to give depth and breadth to the kind of community life which is possible for all of us.

It is not enough to emphasize community service on a paid basis only. The numbers and the varieties of volunteers are amazing, and in each of these fields one of the real challenges is to learn how to use volunteers more effectively. We actually now have federal legislation that requires many public agencies to use volunteers.

One emphasis is upon using more volunteers as members of boards and advisory committees to help in the policy-making aspects of the program. And, the other emphasis is the time-honored one of direct service to the individuals who are within the purview of the agency's program.

It is most encouraging, I think, to find that volunteer activity is important to persons with paid jobs as well as to those without. Throughout the country, through volunteer activities, many an educated woman has tested her potentiality and received the kind of invaluable training and experience that makes it possible for her to go into some kind of important occupational field. We are fortunate that the United States Civil Service Commission will now recognize experience gained in volunteer activities in its job classifications—a step that you would agree is long overdue.

The average community has been slow to develop the two major types of support which women need in taking up careers in community service—and indeed careers of any kind. First, the counseling and educational services of the superior type found at this Center are far too few and not likely to meet the wholesale need. We are seeing greatly increased concern for more effective counseling for girls in our high schools and colleges and more effective counseling for mature women. Most of us are shocked at some of the advice that we hear is sometimes given to them. Selection of counseling personnel and improved training for those selected both require more attention. Where, then, can a woman turn if she doesn't have available to her these specialized counseling facilities? I would hope that she could find satisfactory answers at the public employment office, but counseling the well-qualified woman is not a priority there for many reasons. Furthermore there is likely to be only sporadic listing of the types of positions in which we are interested in this conference.

By far the best channels today, in my opinion, if you do not have a really professional Center to which to go, are the Federal, State and local Civil Service and Merit System offices. All the positions in health, welfare, employment services, Social Security, and a varying range of other fields are listed along with the qualifications. Examinations are given either continuously or at frequent intervals. While the private sector increasingly recognizes its responsibilities for community services, the great majority of opportunities will continue to be in the public sector and hence come under civil service or merit system regulations. Referring again to at least two strings to one's bow, my advice is always to take all the examinations for which one has the educational and experience qualifications. There are always at least two or three that you can take whenever you are ready for this step. These same offices know where the vacancies are and can provide many of the answers to the tough questions trained women raise.

The second area for community support is quite different and concerns the facilitating services probably needed at some time by all working women, married or single, with family responsibilities. You've heard about the need for day care. One of the most useful of the community services which a woman can provide today is to go out and establish a day care center herself, thus freeing other women for employment while having a satisfying type of work herself. We draw upon many backgrounds here: the woman with training in early childhood education and child development, in child psychology, in social work. Day care centers offer great potential for women from a wide range of fields. Perhaps this is the place to point out, too, that with the growth of our family planning services there is no reason why women cannot space their children so as to adjust to their career goals–an advantage that is coming to all women, the poor as well as the comfortable, only with the present generation of young women.

Homemaker Service is another basic support, and this, of course, is different from household help. This is a service which is rendered under the supervision of a professionally qualified person–often a nurse or a social worker, or perhaps in some instances someone who comes out of the home economics or other field. We will have adequate Homemaker services in this country only when the present 10,000 Homemakers are increased 20-fold. In other words, we need to move from 10,000 to 200,000 just to catch up to where England is today. These services help to keep a mother on her job when a child is ill or they take care of an elderly relative who can thus remain in his own or a child's home. One day the man who was working most closely with me in Washington came into the office. His wife had just become ill and had gone to the hospital. He had teenagers in the family. He said, "You know what I need this morning is a home-maker," and indeed he did. But so far, often it is only a relatively sophisticated person with regard to community services who recognizes this.

Don't think about Homemakers only in terms of persons with little education who perhaps come out of low-income groups. Some of the very best Homemakers today are women who have a college degree, but who have found this a challenging opportunity not only to help families with crises, but also to help families raise their level of living. Regardless of what we say about more jobs and helping men to get jobs and to raise the level of the family income, the level of family living does not go up automatically, so we must concern ourselves also with the total family setting.

Day care and Homemaker Service are not the only needed community support, but they loom particularly large and would rate priorities from all of us in the planning of educated women who want to make a specialized contribution. And I'd like to emphasize again that this contribution can be either full time or part time, paid or volunteer.

In conclusion, I would like to stress the importance of educated women setting high enough aspirational levels for themselves in community service and being more willing than the record indicates to accept the responsibilities that accompany professional progress. As a recent advertisement so well stresses, women "have given a new positive meaning to leading a double life—building careers and families with equal success."

Thank you.

Helen Hornbeck Tanner:

Thank you so much, Dr. Winston.

As I told you, every one on our program this morning has done something in Washington and something in the field of higher education. I began to wonder what it was that Mrs. Campbell had been doing in Washington because I had never talked to her about this part of her career before she came to the Center. I'll share with you 30 seconds of amazed revelation. When we asked Mrs. Campbell what she had been doing in her era of public service, she said, "Well, I was clambering in and out of submarines, I rode over the roughest terrain in Fort Knox in an army tank, and later, in complete foul-weather gear, participated in an amphibious landing." I assure you that this was all in the line of duty in her position as technical aide for the Applied Psychology Panel in the Office of Scientific Research and Development, a position which she occupied in Washington in the 1940's. Prior to this time, Mrs. Campbell's formal education was at Northwestern University where she received an undergraduate degree and a master's degree in educational psychology. Since she has been here in Ann Arbor, she has been active in a host of community affairs which I shall not delineate in detail except to say that she has helped the Mayor, the City Council, the United Fund, the League of Women Voters, and the Board of Education. She was active in the planning phase of the Center and has been its director since it opened in 1964, and I am very happy to introduce to you the Director of our Center, Jean W. Campbell.

THE REALITIES FOR WOMEN RETURNING TO CAREER PREPARATION

by Jean W. Campbell

We are grateful to Mrs. Keyserling and Dr. Winston for their challenging and informative statements. There are clearly opportunities for women in our troubled communities–and still some barriers too.

This conference was planned to stimulate your thinking and expand your ideas about what there is to do in the world. It grows out of two important assumptions. One is that whatever the stage of career development (paid or volunteer) any experience, including this conference, can be a transition to a new stage or even a different career. So you are all in the picture today. (I shall exempt the men. But I think of Peter Drucker's remark, "Here I am 58 and I still don't know what I am going to do when I grow up.") The second assumption is that a mature woman can know herself and what her community needs and in some measure create her own job. In a time, as now, when problems are complex and new programs are developing with the encouragement of federal support, there is some opportunity for breaking through the accustomed way of doing things.

You will be hearing more about *opportunities* from our distinguished Dean of the School of Public Health, Dr. Wegman, who will speak at noon. The afternoon workshop panelists are all people involved in new developments in their fields and intimately aware of unmet needs in our communities. It seemed a good idea to stop here in today's program and focus on how it is for women who are already responding to opportunity by coming to the Center for information and advice.

As you know, all women are welcome to counsel at the Center and to use its library and career information files. There is great variation in the goals and plans of the women who come. We help a few women find immediate employment, others postpone action completely for a while. Some begin their academic work at the community college or at a university other than The University of Michigan. Probably seventy per cent of them will do academic work now or in the future.

In three and a half years, fifteen hundred women have had at least one, usually several, interviews at the Center. Occasionally we see a woman who is superbly confident, knows exactly what she wants to do, and moves along without apparent self-doubt. She may be changing her field of study; she is likely to be one who is pursuing an unusual field of study where there is resistance to her re-entry. As an example, I think of one woman–a chemical engineer–who was certain she wanted to take a PhD in a life science department related to the medical school. She was denied admission to the doctoral program–not surprisingly since her preparation was not conventional and as the mother of three children she needed to be on a reduced schedule, at least initially. Because of her marked ability and the quality of her motivation, the Center asked for and obtained a departmental review of her application. She is now in the third year of her graduate work; she had earned her master's degree at the end of two years and is now looking forward to her preliminary examinations. She has had a National Institute of Health Training Grant for most of her graduate work and has set the date for a possible completion of her degree for the summer of 1969–four years after she began. This woman is not the only one of our participants to finish a PhD more or less "with her class" while on a "reduced schedule." Aesop had the moral–although I hesitate to classify our returning women students as tortoises.

As I say, there is the confident woman, but the almost universal feeling of women returning to the mainstream of competitive activity is a lack of self-confidence, however temporary. This feeling has no relation to ability or performance. Each woman looks at someone else apparently more able, more successful. She often is surprised that her sense of uncertainty and self-doubt is widely shared. There may be other elements, too, in her unrealistic orientation. Along with her self-doubt she may *overestimate* the utility of her experience or previous training. In general, however, the more education and experience she has, the sharper is her sense of what is required and what she can do. She can at least remember her competence without being quite able to suppress her fears.

Whatever the cause of their loss of self-confidence, the fact is that women returning to school are easily "crushed" by the first rebuff. As one woman said, "If someone says you can't, you believe it." This is not readily understood by university administrators; it must run counter to the folk wisdom about women. In any case, those returning to school are not aggressive in the face of a negative response by the University. Occasionally what seems to be a rebuff is only a mistake or a misunderstanding, or (it has happened) simply an ineptly worded form letter. Still, without some intervention, a woman may make no further effort.

The University of Michigan has indicated its interest in returning women students through the establishment of the Center. Our Center is unique in its attachment to the Office of Academic Affairs and in its mandate as a visible university facilitating service to interpret the needs of returning women to the rest of the University. Part of the University document creating the Center reads, ". . . . .to assist the University in working with the administration and faculty to achieve further flexibility in university programs and requirements to take maximum advantage of the resources and needs of this special sector of returning students."

The administrative arrangements of the Center are tailored to the nature of this university which has a long history of decentralization, of semi-autonomous units and numerous administrative mechanisms serving to mesh its various parts in the best interests of all segments of the student body.

There are widely different attitudes and varying requirements in the seventeen schools and colleges. Women may be returning to any one of them. Consequently, initial discouragement may take many forms.

Beyond simple misunderstandings, women may encounter a more serious barrier, although as innocent, when stereotypes interfere with communication. An admissions or academic counselor, whose experience is almost entirely with young people, may think about older people and talk to them as grown-up children. Often this is compounded by ignorance of the facts concerning age and learning. Again, depending, perhaps, on the age and sex of the adviser, there can be an incapacity to asses the non-academic experiences of mature students as they may demonstrate motivation, habit patterns, and such relevant elements of character as stability, responsibility and commitment. Mature people, long accustomed to taking their own risks, can suddenly feel like non-persons.

The myth exists that in a selective university, competition is too keen for adults. It can be amusing when mature women lose their identification as "older" people and become "bright" people after they have proved themselves. An academician once denied that there were any "continuing women" in his graduate department. I identified five mature women *with families* working on degrees *part-time.* He opened his eyes wide and said, "But they're bright!"

There is a more subtle problem when mature students are not seen as they really are. A laudable dedication to equal treatment can blind an adviser and discourage a woman who is made to feel that her special requirements are special privilege. She usually *must* be a part-time student; she often has extremely limited alternatives.

Stereotyped attitudes are not the only barrier to the returning student. There are other unpleasant realities. An entrance testing program, a boon when it demonstrates capacity where no other evidence exists, can be the cause of women turning away from opportunity. No forms now in general use in higher education are appropriate for adults; nor are any and all applications for financial assistance. To declare parents' income and its sources, as required for a National Defense Education Act loan, can seem an intolerable invasion of privacy to a middle-aged woman with a husband and children of her own. Problems like these, however, are merely pin-pricks that remind a woman that she is in a world not made for her.

There are more basic problems. A fear of failure is one. Often women approach a return to school (or to work) with a half-wish to be told they are foolish, almost as though they wished to be spared the effort of growth and change. If they meet encouragement, someone saying, "You can," and they begin, early anxieties fade as habits and arrangements respond to day-to-day requirements. All evidence indicates that mature women do well in school. One study indicates that other things being equal, they perform somewhat better than their younger female colleagues.

Some problems are more lasting. Women who are heads of households or who, for other reasons, must work part or full time while trying to up-grade themselves have a continuing struggle with money and child-care arrangements. They need massive financial support to become productive at their highest level quickly. How long does it take for a mother of five who works at night in order to attend school during part of the day to become a school teacher?

Some problems come later. As new doors open to a woman, to some extent a new self is created. Husbands accustomed to a set of expectations may not like the change. Coping with changing family relationships can be an unexpected pressure. Perhaps it is not surprising that President Bloustein of Bennington College has recently labeled efforts to help women combine marriage and family successfully with a career "a cruel hoax" because of the obstacles in her path.

We need not dwell on the context of attitudes that surround women or the incomprehension that questions why they bother to reach for greater opportunities for self-development or why they need special assistance when they make the effort. They take their toll. Even now, in the present senior class at The University of Michigan only 18% of the women say they intend to enter non-traditional occupations (those employing fewer than 28% women). If we look at evidence (admittedly scarce) concerning the fields women pursue when they *return* to an educational program, there is a shift toward the traditional fields. On the other hand, virtually all the present senior women expect to work after they graduate, and we have only to look at the number of married women who are working to know that talent will be available to a productive society as never before.

In a constructive vein former HEW Secretary, John Gardner, says, "We must discover how to harness the need and desire to participate." And he proceeded, as you have heard, to organize a corps of professional and executive women in the Department of Health, Education, and Welfare who are working part-time. Some of these women, in turn, are in jobs that will create other part-time opportunities.

One of the important realities for women returning to career preparation is that constructive efforts like this are being made where it counts and contributing to a more accepting atmosphere. The increasing number of counseling services, of which our Center is a pioneer example, is similarly constructive. That information and counsel and sometimes special intervention can be critical for returning women, even for self-sufficient women, is not in doubt. An inadvertent remark by a woman of middle years and independence (who is here today) captures the essence of it. She came in to see our new quarters and to tell us that she had been accepted to a degree program after difficulties. She thanked us for our assistance and said that she couldn't have done it without us. She stopped and thought a moment and then said, in some wonderment, "It's amazing why I couldn't have, but I couldn't have."

The development of part-time jobs, counseling facilities, day-care centers and financial aid for part-time students are four good ways to begin "harnessing the need and desire to participate." There is almost no scholarship money available for part-time students on a national scale. Here is opportunity for top-level action. We are proud that the University has assisted a number of adult women part-time students through its normal financial assistance channels, and special assistance funds for this group are growing.

Once a woman is on her way, there is a variety of paths to careers. There is no lack of opportunity in spite of some obstacles. For women who have a degree (and 60% of the women who come to the Center have a degree) the most direct method is to get teacher certification or take a second degree, or sometimes both. Many of these women are changing their fields of study which essentially calls for a second degree. A very few departments are discouragingly negative about women; another few are exclusively concerned with those who will make original and important scholarly contributions. Not many medical schools are actively courting married women, and communities will have to support day-care centers for all who need them before women, in proportion to their potential, can actively court medical schools. There are still those fields whose practitioners believe women are innately disqualified and some (like the law) are only slowly withdrawing from that position. But at The University of Michigan there are married women in almost every one of these schools and departments. And, as you will hear this afternoon, graduate work is readily available to qualified women on a manageable schedule in the schools and departments where most women look for career accomplishment.

Many women who think they must "refresh their skills" by returning to school are finding that returning to jobs with in-service training, for example, as research assistants, is more satisfactory. Other women find that one or two University courses will sufficiently enhance their ability on the job.

Volunteering–an important end in itself–often leads women back to school. The community college, less expensive and less pressured for beginners, can be a transitional experience or an end in itself for many sub-professional careers. There are other transitional experiences that are helpful in career preparation as women are discovering in larger and larger numbers. Some examples are: taking reading and study skills courses, auditing courses, obtaining book lists and examinations on file and studying from these.

New degree programs with independent study possibilities designed for adults are growing across the country. But the popular use of the terminology "refresher course" is a worry. Our experience suggests that a "refresher course"–the successful prototype is the nursing refresher course–has more limited use than is commonly assumed and distracts thinking from more fruitful arrangements for the returning woman. In our up-grading and fast-changing society, "continuing" education is different from and more relevant than "refresher" education.

One final positive reality for women returning to career preparation is the movement toward *job development* in urban communities. This represents a trend away from analyzing existing professions and separating out the less demanding tasks and calling the results sub-professional. It depends on identifying a need and defining a job to fill that need. The best-known example of this approach is the "housewives as psychotherapists" demonstration by Rioch at the National Institutes of Mental Health. Locally, a group of volunteers called "mental health workers" have been trained to man the crisis telephone service of the community mental health center. In New York, motherly neighborhood women are counseling in police stations. Flexibility in educational requirements and efficiency in training for jobs are attractive prospects to mid-career women who know what they want to do. Some of you *will* be innovators and create your own job. I should warn you that it might involve "crossing guild lines" and that "the onus is on the change agent." Do you read me?

The time is not yet that a woman can be absolutely comfortable with herself and be whatever it is in her to be, but she has come a long way. And the Center has come a long way since that March day three years ago when we opened our first conference. We have had other conferences and workshops, coffee hours and "brown bag" lunches, orientation programs and special projects in great variety. We have published four paperbacks. But the heart of the matter at the Center has been and will continue to be helping individual women come closer to their possibilities.

THE LUNCHEON SESSION

Jane Gibson Likert, Project Director and Counselor, The University of Michigan Center for Continuing Education of Women:

In preparing for the introduction of our luncheon speaker, I obtained, from Dean Wegman's office, two single spaced, typewritten pages of important posts filled and many honors received by the Dean. These were impressive, but, somehow, Myron Wegman did not emerge. So, when I asked Mrs. Wegman to come to lunch, I also asked her to give me some flesh and blood to clothe the bare bones of her husband's vita.

"Do you want to know something about the kids?" she asked. "There are four–three girls and a boy. One girl has a PhD in cell biology; another is interested in blind, mentally retarded children; the third is just starting college and doesn't know exactly what she wants to do–philosophy maybe, if she can bear to break the family pattern; the boy is an MD in public health." "And you?", I said. "Oh, I was a nurse. I really should tell you, too, that though my husband starts early and works late and lives out of a briefcase when he is at home, he always has had time for his children."

When I asked one of his staff members for highlights in Dean Wegman's career, he said, "You know that he is a pediatrician and still makes rounds in the hospital. His special interest in public health began in the thirties when the Social Security Legislation was passed. At that time, federal funds were allocated to the various states through the Children's Bureau which worked with local pediatricians to raise the level of child health in their communities. It was after that, that he did his work in Puerto Rico. He was a professor of Child Hygiene in the School of Tropical Medicine in San Juan and later worked with the World Health Organization in Ecuador and Finland.

"He has been consultant to many international, national, state and private institutions. He has also worked with community agencies concerned with public health in various parts of the United States as well as Latin America. The Dean has always been an innovator and is interested in thinking about the consumer. People don't always agree with him, but he is so reasonable and enlightened that he is persuasive. He has just given leadership to a major change in the core curriculum in the School of Public Health here. New things are being asked of public health these days and this means that new kinds of people are coming into the public health field. Some of the women referred to us by your Center are coming and Dean Wegman wants more."

You can see that a better person could not be found to talk about "Current Needs in Health Services"–especially to a group like this. Innovation, contagious enthusiasm and the ability to get things done are greatly needed. Part of the citation accompanying the Brofman Prize for Public Health Achievement, given to Dean Wegman last year, reads, "In return for a life time of practical, devoted advocacy, Doctor Wegman has received the affection of people in all walks of life, whose aspirations he has done so much to champion and whose future he has done so much to ensure."

May I present Dr. Myron E. Wegman, Dean of The University of Michigan School of Public Health and Professor of Pediatrics and Communicable Diseases in our Medical School. Dean Wegman.

CURRENT NEEDS IN HEALTH SERVICES

by Dr. Myron E. Wegman

Thank you very much. I thought I was protected against G-2, F.B.I. and C.I.A. in this University, but I have no control over the telephone system. Your remark about living out of a briefcase reminds me of the little boy whose father brought home a briefcase full of material every night. The child said to his mother, "Why does Daddy always have to work all evening?" The mother said, "Well, you see, Daddy has so much to do that he can't finish it all at the office so he has to work at night." The little boy asked, "Why don't they just put him in a slower group?"

As I look around the room here and see so many old friends, I'm intimidated and cannot tell some of the stories that I had hoped to weave nicely into the talk. The difficulty is that I can't remember who has heard which story. Therefore, I must be careful and I hope my friends will be tolerant. I was thinking as I looked around the room, what more apt story to describe a group of people–a group of women–who are so much interested in doing things and who are so interested in their fellow man than the one about the lady psychiatrist who one day at the movies found herself next to a man who reached over suddenly and pinched her. She was very upset over this. She sort of slid over to the other side of the seat and went back to watching the movie and pretty soon he leaned over and pinched her again. She was highly indignant and got up to seek the manager. She suddenly stopped and said, "What am I doing? I'm a psychiatrist. It's *his* problem." I recognize very clearly that the philosophy that it's someone else's problem certainly is not shared by most of you.

My assignment today is to talk briefly about current health needs. This is so enormous a problem that it is very difficult to get it into reasonable compass.

I was brought up short just a few weeks ago when asked to do the background paper for the first meeting of the National Assembly for Social Policy and Development, an outgrowth of the National Social Welfare Assembly. In putting it together against the criteria that they set up for the various talks, I had to note that the general welfare and health problems of the country are unique in several respects. In the first place, when one deals with health, one is dealing with every single member of the population and throughout the entire life span. The magnitude of the problem of supplying health services on this scale is enormous. So far as we know now, 45 thousand million dollars a year are spent throughout this country for health purposes. The expenditures of the Department of Health, Education and Welfare today are second only to the Department of Defense, nationally. Three million people in the country are engaged in some aspect of the health profession–that's 4% of the total work force. This means, it seems to me, that the field of public health is a very logical spot, even aside from its emotional ties and its interest, for women concerned about their communities.

One of our basic assumptions in this country, which I share absolutely, is that health is a human right and in no sense a privilege. Entitlement to good health is something which should not be metered by whether or not the individual person can pay for it. If you are brought into the world, you are entitled to good health and the community ought to help you get it.

We start out, then, with this as a principle–at least I do–in terms of trying to see what are the current needs. Then, I come up against the problem of how one selects priorities in health. Where does one begin when encompassing anything as big as this? Here I cite something that all my friends have heard me say before, the application of Sutton's Principle. Most of you know part of this. I usually like to quote it as a triad: Murphy's Law, Kovalevski's Dictim, and Sutton's Principle. Murphy's Law is simple. This is the one you know. "If anything can go wrong, it will." Kovalevski's Dictum is a derivative of that: "If anyone else can possibly get the credit, he will." Sutton's Principle, which is really unrelated to the first two, but I like to put them together, is the story of Willy Sutton, the bank robber, who when he'd been arrested for the umpteenth time and was asked by a newspaper reporter why he robbed banks, looked up in great surprise and said, "Because that's where the money is." I use this triad to say that we have the tendency to attack on too broad a front and to attack too many things at one time. There has to be some kind of selection of priorities. I'm going to get back to this in a moment as I talk about some of our current needs in which I think you people might well fit.

In looking at health needs, we may begin by looking for statistics on health and disease. If so, we run up against the fact that there are no statistics on health. There are many statistics on disease, death and disability. Perhaps a major area for research, and one of the most difficult, is how do you measure healthiness. We in medicine like to speak of people who are mildly, moderately or markedly ill. We haven't yet learned to speak of mildly, moderately or markedly well. Maybe these things are will-o-the-wisps, but I think sometime we've got to begin looking for them. But let's look now at the more obvious measures of illness, morbidity and death. The first figure I cite does not really deal with individual disease. It is the problem of the growth rate of communities, of countries; the difference between the birth rate and the death rate—the natural growth of population. The size of the birth rate itself and of the death rate are less important than the difference between them. One of our major concerns is what happens in relation to that difference in the natural growth of mankind.

Jane Likert told you that I was a pediatrician by trade—originally and still—and I can't help repeating that one of the most important indices of health is infant mortality. Most of you at some time in your careers heard the statement that infant mortality is perhaps the most delicate index of the health of the community. The reason that it's such a good index is not because it measures specifically the deaths of certain members of the population, but because the relative size of the infant mortality reflects remarkably well the general health status of the population. Whether or not infants die depends so much on the kind of care that the community was willing to give the mothers, the kind of nutrition it provided for them, the kind of housing that was available, the control of contagious disease it achieved. Beyond that, in the child himself, so much of the mortality in early life–easily reduced mortality–has to do with contagious disease and nutrition, two factors which are in the environment and ought to be able to be attacked by the community. In his State of the Union message last year, President Johnson pointed his finger at the problem of child health in this country. You know we've had, really, a remarkable improvement in child health. In 1915, when statistics were first kept on infant mortality for the country as a whole–actually, there were only ten states in the group at the time–the infant mortality rate was 100 per 1,000 live births. That's 10%. One out of every ten babies born alive was dead before the end of the first year. Today that mortality is down to about 23 per 1,000 live births, a reduction of over 75%. But having gotten down this low, we still find ourselves 16th among the countries of the world today in relation to infant mortality. Each year for the last several years our relative position has grown less favorable.

I think that one of the things that one doesn't like to parade is the fact that the country most recently to move below the United States–into a better position than we are–is East Germany, including East Berlin. They now have a lower infant mortality rate than does the United States.

Not long ago, Dean Fauri* showed me some interesting figures in a little book that some of you may know, "The Report of the National Advisory Committee on Health Manpower", which was issued last November. In a table in the back showing the life expectancy at various ages of mankind, there was an interesting kind of contrast between males and females, at birth, ten years, and at twenty years. You know, when you get to the age of 20 some of the things that would appear to be problems of infancy should have gone by. As usual, women are shown to be much better off than are men. You all know that the female is much the stronger sex and has a much better life expectancy in general. But the shocking thing for the wealthiest and most powerful country in the world is that the United States is 31st in terms of life expectancy for men at the age of 20 and only 11th for women.

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*Fedele F. Fauri, Dean of the School of Social Work, The University of Michigan.

The infant mortality rates of the non-white community are inexcusably high. I don't know whether I have quite forgiven the American Medical Association for a report two or three years ago that suggested one should not compare infant mortality in the United States with a country like Sweden. Sweden ought to be compared with Minnesota because the population in Minnesota is more like the population of Sweden. We should just cross off the rest of the country! They're not our responsibility! But, even then, when you compare Sweden with Minnesota, or, let's go one better, with Utah, which has the lowest infant mortality rate of any state in the Union, Utah is only 50% higher than the whole country of Sweden. I don't know what good that kind of comparison is except to point out that there are some acute problems that need solving.

What are the issues and what are the ways of attacking some of these problems? For convenience I divide the issues into those relating to the care and state of the individual human being and some of the problems of our environment. For the individual human being, the crucial issues seem fairly straight-forward. There is, it seems to me, unacceptable variation in the standards of care for people. Why is care for the poor so much worse than care for people who have money—if we start on the principle that health is a right and not a privilege? We've all heard that the poor and the rich get excellent care—it's the middle class that don't. This is nonsense. A poor person gets excellent care if he has got an interesting disease—often, in fact, superb care. A resident in Charity Hospital, where I worked for many years, said to me one day that he wouldn't go back to the Admitting Room again because he couldn't sleep at night; he had to see children at the rate of three minutes per child and couldn't sleep for fear of the things he might have missed. Charity Hospital is, I believe, a great hospital, but this kind of experience might be duplicated in many places.

There is the terrible problem of fragmentation of health services, Dr. Leona Baumgartner* is fond of telling the story of a man in Boston who couldn't hold a job because he spent all his days going around from one clinic to another with his handicapped child. I don't think things are much better today. The poor man probably still hasn't a job. There is wasteful incompleteness in preventive services. We know so much more in terms of preventing disease than we apply; for example, there are large segments of the population who don't get prenatal care, the oldest and most classic of preventive services.

Another major concern of everybody in this room is the drastic rise in cost of health services. The cost has gone up strikingly, yet frankly, I don't think costs *per hospital day* have gone up as far as should be expected. A few years ago hospital costs were $15 a day and now they're over $50 a day. They are very likely going to go to $100 a day, and they ought to, because for the first time workers in hospitals are being paid somewhere near decent wages. This doesn't alter the fact that medical costs paid *by* individual person are too high. The missing ingredient lies in failure to press for solutions based on better planning of facilities and on alternatives to expensive hospitalization—other ways of taking care of people. Any number of reports have made clear that facilities for health care need to be thought of as a continuum, including acute hospital, nursing home, ambulatory facilities, and the patient's own home. This is a place where educated women could move in and do something about the related manpower problems, to staff what might be called intermediate stages of care, and home care. We know that there are many illnesses which can be taken care of quite satisfactorily at home—often, in fact, better than in a hospital—*if* we can give support to the physician in the way of nursing, dietary and other similar services rendered in the home itself.

I have in my notes here, "Increasing population growth emphasizes need for planning; sophrogenics is an essential part of health services." Now, who in this room besides Dr. Eliot knows what "sophrogenics" means? If anybody raises his hand, I'll tell him he's wrong because it is a coined word. We had a young teaching fellow who worked for us a year or two ago. He was a scholar in classics, just getting his PhD. We asked him for a word because we were having trouble with "family planning", "population planning", "birth control", and so on. He came up with "sophrogenics". Sophro is the Greek word meaning prudent. Sophrogenics is prudent reproduction. I think it's a great word if you have the nerve to use it.

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*Visiting Professor of Social Medicine, Howard University Medical School.

We've had a good deal of help from the Center for Continuing Education of Women in getting educated women into the field of "sophrogenics". The Center has sent to us, Dr. Corsa* told me this morning, no less than four women who have come back to careers in this field. One is in school right now and has the second highest rating of any person in the program. Three other excellent ones are just entering.

I can suggest the role that women in the community may play, whether or not they are employed in the health industry, by citing briefly the variety of programs of study that we have now in the School of Public Health. The many kinds of students we have, illustrate, I think, how public health represents a microcosm of the University. My best illustration of this comes from a trip to the Middle East a few years ago. I went to the ancient city of Ephesus, the site of Shakespeare's "Comedy of Errors," a city I was told had 300,000 people (probably an exaggerated figure) at the time of the birth of Christ. I have a marvelous picture of a marble slab which I've labeled "The 2,000 year old two-holer". It was unquestionably a privy that was made, of course, in Greek style, out of marble. Even the departments of classical archeology have a relationship to public health!

In the School of Public Health we have programs in statistics, programs in general public health administration, in the administration of medical care programs, in the administration of hospitals. We are working on interrelating all three of these to work towards a research center for health services administration so that some of the great capacity for research which has been applied so successfully to the laboratory and to disease may now be applied to organizational factors. This type of research is vital if we are to learn how to deliver better service. I can't help saying here how pleased all of us are (and not just because we are at The University of Michigan) that the blow of losing Mr. John Gardner from his post as Secretary of Health, Education and Welfare, has been softened by the appointment of Wilbur Cohen. In his new role, Wilbur will be able to step out boldly to unify health services in the Federal Government.

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*Dr. Leslie Corsa, Jr., Director of The Center for Population Planning and Professor of Population Planning, The University of Michigan

There are many other problems to be solved: the pollution of the environment—of water, of air, of ionizing radiation, the latter a major problem which appears, fortunately, to be more or less under control, at least for the moment. But the continuation of the terrible war in Vietnam opens the prospect that some of the wild men will succeed with the proposal "Let's drop the bomb and have it over with." I really don't want to be over with, thank you.

There are programs in epidemiology, laboratory practice and protection of mothers and children. There is the whole problem of mental health, an area in which, I'm afraid, we speak more bravely than we know. A lot of assumptions are made about what can be done to prevent mental disease. Actually most mental health activity now consists of finding and treating disease early. We really don't know and have no secure proof of how to raise children to prevent them from becoming mentally ill. Fortunately there are some fascinating epidemiologic studies now going on seeking ways of preventing mental disorders by comparing results among several groups followed for a period of time.

I'm not going to take time to go through the rest of my list of urgent health needs. I want to turn my attention briefly to two other aspects. The major one, planning, ought to interest many of you. It seems to me that there is no better group than those represented in this room, who come from a wide variety of backgrounds in the humanities and social sciences as well as the natural sciences, to work on the crucial problem of planning. As has been said so many times in headlines about health, "Choice not chance". Make a choice of where you want to go and put your energy into getting there.

Jane Likert mentioned my interest in the role of the consumer. The role of the consumer in regard to health has achieved far greater importance in recent years. Federal legislation again has led the way, by making it mandatory that at least 50% of the members of certain advisory bodies such as the state health planning agency must represent non-providers of service. The idea is that those who are receiving the services ought to take part in deciding what those services should be. The role of the consumer requires both intelligence and information about health which, to my mind, need to be fostered considerably. One of the outgrowths of the first meeting of the National Assembly was a recommendation that throughout the country training programs be provided for people who are not providing health services, but who are concerned as consumer members of various types of health councils.

When I was looking up material for this speech, I found in Bartlett a quote from Plutarch I hope I'm safe in repeating in this room. It seems that a Roman gentleman divorced his wife. His friends upbraided him, saying, "Is she not chaste? Is she not beautiful? Is she not talented?" The Roman gentleman pulled off his sandal and held it up and said, "It this not new? Is it not well made? Is it not carefully put together? Are not the materials excellent? But only I know where it pinches."

The role of the consumer seems to me of profound importance and one that educated people, knowing something about needs and something about health, can accept and act on effectively. Public health experts have a vital role to play in setting technical standards, but how well these are carried out often depends in the last resort on the consumers. I think that those of us in the health fields have got to be prepared to let the consumers make some mistakes even if we think we know better. If we let them make some of the small mistakes, it will help us avoid some of the big mistakes that we are bound to make without the help of the intelligent consumer.

Thank you.

AFTERNOON WORKSHOP SESSIONS

Abstracts of Proceedings

NEW CAREERS IN ADULT COUNSELING
(Workshop 1)

Chairman: Paul H. Glasser, Professor, The University of Michigan School of Social Work and Head of Group Work Program

Panel Members: Donald J. Barr, Assistant Professor of Education and Project Director, Institute for Social Research, The University of Michigan

Myra Fabian, Counselor, Center for Continuing Education of Women, The University of Michigan

Ruth Schelkun, Graduate student in Education and Psychology, involved in the training program, Washtenaw County Community Mental Health Services Center

Nancy K. Schlossberg, Assistant Professor, Dept. of Guidance and Counseling, College of Education, Wayne State University

Recorders: Katherine Bolton
Sarah Jane Johnson
Katharine Padgett

Staff: Georgia Watermulder

Glasser: Let me begin by introducing myself. I am the husband of a working wife. Despite having had this status for some years now, I do not think that anything in my outward appearance would reveal this fact. I do not have dishpan hands. The shirt I wear was ironed before I put it on this morning, and my suit was pressed. Unfortunately, my figure reveals that I eat at least three good meals each day, sometimes more than three. And so far, neither my four year old son or six year old daughter have been in trouble with the police, their nursery school teachers, or other community authorities.

Before my present status, I was the husband of a student. As a matter of fact, during the first six years of my married life either I, my wife, or both of us were in school. Things generally went well, even when we were both working on degrees, with one exception—when we each had exams at the same time. Then nothing around the house got done. Fortunately, we had no children and a sense of humor. After a week of exams for both of us, the house looked as if it were a disaster area. Truthfully, a disaster area might have looked good in comparison. Luckily, exams are usually followed by vacations, which to us meant clean-up time. And we did manage to survive, although I seriously doubt that our children will ever be diagnosed as compulsive types.

More seriously though, as a man speaking to women, there are real advantages to having a working wife. It provides satisfactions of a professional nature to her that makes her a better mother and wife while she is at home. And I have a colleague at home, with whom I can discuss professional matters which she can understand, and be sympathetic and helpful about, if I wish. Most important is that she will be well-prepared for the typically twenty-two years from the time children leave home, by being launched into their own careers, and her retirement.

Today, we are to talk about adult counseling. Our panel is made up of a number of representatives from different professional orientations, all of whom are involved in helping adults through some form of interaction which requires verbal exchange with them. The types of people with whom counselors deal vary considerably, as well as the purposes of the interviews, but each of us, in one way or another, provides information and other forms of help to those who request it. We will each spend a few minutes identifying our professional interests and the opportunities for women in these careers, and then open the discussion for audience participation.

The Social Group Work Sequence is one of three sequences in the Social Treatment Program at The University of Michigan School of Social Work. The other two are Social Casework and a combined specialization in group work and casework called Social Treatment. All three emphasize the use of interpersonal influence, derived from theory in the social and behavioral sciences and practice itself, to achieve change in individuals. Attention in these methods is focused on the alteration of attitudes, feelings, and/or behavior of those who are uncomfortable with some aspect of their life situation (marriage and finally, occupation) or are defined as deviant by community representatives (the financially dependent, the mentally ill, criminals).

The social group work method uses the group as the context and means of change. By context is meant a small group situation (usually four to twelve members) in which the social worker stimulates verbal and non-verbal interaction to help each individual to achieve specified goals. Discussion is often accompanied and encouraged by other program activities such as role playing, drama, music, trips, etc., but all relevant to the movement of group members towards the objectives agreed upon by the social worker and each individual in the group. The group as a means of change refers to the worker's conscious use of peer group pressures to achieve individual change. While the worker often has a strong positive relationship with each adult, he uses this not only as a means of inter-personal influence on a one-to-one basis in the context of the group, but also to alter the structure, process, content and program of the total group in order to move members in specified directions. Thus, he attempts to make use of a practice theory which integrates knowledge from psychology, social psychology and sociology.

The social group work method is used in a great variety of settings at the present time. Its development at the turn of the century occurred in settlement house programs in the inner city, where it continues to be practiced with new immigrant groups (Negroes and Puerto Ricans), and is particularly concerned with problems of deviance (crime) and poverty. In addition, it has spread to all of the settings in which the other interpersonal methods of change are found. These include schools, courts, mental and general hospitals, adult and children's clinics, public welfare programs, criminal institutions and private (Community Fund) agencies that deal with marriage and family counseling, adoption and foster care, and similar problems.

The requirement for full professional status is the Master of Social Work degree. There are many job opportunities at relatively high pay ($8500 beginning salary) for full-time and part-time employees. While there are about 50,000 professional social workers in the United States today, there are more than 150,000 social work positions. This means that each graduate has a choice of between five and ten jobs in the geographic area that she prefers; and the manpower shortage has led to an emphasis on employing married women with children on a part-time basis.

The Master of Social Work degree is a four semester program. However, for students entering in January, the degree requirements can be completed in sixteen months. And under the new curriculum begun in the School this past Fall, there is great flexibility for part-time work. We hope that many of you will come to see our faculty soon about entering the profession of social work, and that some of you will be interested in the Group Work Sequence.

Barr: In today's changing world, almost everyone needs counseling at some time in his life: when he anticipates a new career, when changes occur in his present career, when he plans a different career after retirement or at other times of change and crisis. The need for counseling is almost unlimited and more and more counseling services are being offered. Counseling has been provided in schools at the secondary level for some years, more recently at the elementary level. In the last two to five years, adult counseling is being offered increasingly in community service agencies, vocational rehabilitation centers, juvenile courts, "senior citizens" facilities, centers for continuing education of women in universities. The effective counselor is trained to listen and to integrate what he hears into "action alternatives" that will help the counselee build appropriate responses to his own situation.

Mature women entering the field of counseling often have a greater commitment than do younger people to helping others, a greater sensitivity to their needs, a depth and breadth of experience resulting in a keen awareness of the "real world." On the other hand, in counseling the young, the mature woman may find the gap in value systems between her generation and theirs hard to take.

Schlossberg: In response to Dr. Glasser's comments about the virtues of his wife's working and how much more interesting it makes her, I have to disagree. I think that is a myth. I'm so tired when I get home that I can't believe my husband finds me more interesting. I have two young children, a three year old and a ten months old baby and I am working half-time teaching Guidance and Counseling at Wayne State University.

I would like to change the focus for a moment and remind you that men also are changing careers in mid-life and I predict that future Centers for Continuing Education of Women will include counseling for both men and women. (Counseling men is different. They don't like the typical "counseling situation.") At Wayne, almost all the undergraduate men who answered a questionnaire double checked the "wanting counseling" entry. At Columbia, the "New Careers Program" for men with salaries over $15,000 and interested in changing to service careers, drew 40,000 inquiries.

The delightful thing about this field is that you can be an expert in three hours. Just read a good book. Seriously, the bibliography prepared for this workshop is excellent and I recommend it to you. I would like to add a brand new book, "The Vocational Counseling of Adults and Young Adults" by E. C. Toroman, about to be published by Houghton-Mifflin.

The need for adult counseling is great, but it is difficult to find courses in the field. Esther Westervelt* is probably doing the most to develop such courses at Columbia University. Lillian Troll,** a student of Bernice Neugarten,*** is now teaching a course in adult development at Merrill-Palmer in Detroit. There is a summer workshop at Wayne for counselors of adults. People attend this from poverty programs, community agencies, community colleges, continuing education centers, Manpower Development and Training Act programs. You must be on the outlook for programs and workshops and tailor your own program to fit your particular situation. They seldom come ready made.

Schelkun: Looking at the others on this panel I am asking myself, "What am I doing here?" And as a matter of fact, this is the same question I have asked myself periodically for many years. I had completed a master's degree and taught English before I married a dentist. I have brought up three children and made a success of that phase of my life, I feel. I have been teaching English to adults in evening courses at Eastern Michigan University and found that they too were asking, "What am I doing here?" As I became involved with them as individuals, I found myself involved in "adult counseling," so I decided to switch fields and get the credentials for counseling. As I reevaluate my life periodically, I say to myself, "Now I have done this and done it well, there must be something else I can do, some place I fit." The usual reaction I get to switching jobs is, "Why change? What's wrong with what you are doing?" So it was a relief to me when I first went to The Center for Continuing Education of Women to find a response that was positive and understanding of my new goals. After a series of appointments and interviews set up by the Center, I started on a PhD program in Education and Psychology which I have nearly completed.

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*Dr. Esther W. Westervelt, Adjunct Professor, Department of Guidance and Student Personnel Administration, Teachers College, Columbia University; Director, New York State Guidance Center for Women.

**Dr. Lillian Troll, Merrill Palmer Institute, Detroit, Michigan.

***Dr. Bernice Neugarten, Professor of Human Development, The University of Chicago.

I have found that one need not be concerned any more with the reaction of one's neighbors to the working wife and mother; times have changed. If you look beneath the surface, you will find that the volunteer work your neighbors are doing may be the prelude to the next step of paid work or study in a related field.

Volunteer work itself can be very meaningful. For example, I am participating in the new Emergency Service of the Washtenaw County Health Center. This is a 24 hour telephone service to receive calls from people in emotional distress and if necessary, refer them to the appropriate service or agency. Sixteen of us began training last November and started functioning in January as volunteers serving in crisis situations. The training under psychiatrists and psychiatric social workers is so fine that three of our group are receiving course credit for it at The University of Michigan. This has been such a stimulating experience that we probably won't stay long in the volunteer category. We'll be lured into related areas or go back for more course work. The Mental Health Center expects to pay for this work as soon as their budget allows it.

Fabian: The University of Michigan's Center for Continuing Education of Women is primarily a counseling service for mature women, giving information and advice on academic programs and employment opportunities. This is done through: (1) individual conversations with women–counseling interviews; (2) conference-workshops, such as the one today, designed as an extension of counseling services; (3) cooperation with colleges, departments and schools of The University of Michigan to create and maintain flexibility in schedules and procedures that will meet the needs of this segment of the student population.

The Center welcomes any woman who comes through our door. Keep this in mind as I further try to describe what I see happening in a counseling setting at a large university in a community rich with educational resources and opportunities.

First, I believe a committed staff is essential–a staff that cares about assisting the adult woman and that believes in the effect of saying "you can" rather than "you can't;" of considering with the counselee attractive, realistic alternatives in light of a total life and family situation.

We hear women asking questions such as, "How can I engage myself beyond the home? What jobs are available to me, perhaps on a part-time basis? What are the employment trends for women? What training is required? How do I plug into a particular educational institution *today* and at what level? Can I compete? Will my family suffer if I take on the additional role of student?"

For our purposes I should like to make the distinction between therapy and counseling, using Tyler's* distinction. The aim of therapy is personality change of some kind; the aim of the counseling process is not to change the person but to enable her to use the resources she now has for handling the problem or questions she presents. This involves building on the positive. The counselor then deals with limited problems or questions that may be solved or resolved. Workable decisions are sought so that the counselee is able to move forward with more assurance.

The foundation of this process is the relationship between counselor and participant–a relationship in which the counselor makes clear that the participant keeps the responsibility for her own life decisions in her own hands. As one participant put it, "You (CEW) provide a neutral zone where a woman can feel safe

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*Tyler, Leona E., *The Work of the Counselor,* Appleton-Century, Crofts, Inc. N.Y. 1961.

in exploring her own thoughts, feelings and ideas with someone who has had more experience and information."

Research has made less and less justifiable an emphasis on any one kind of counseling theory. It does seem clear that each counselor develops her own style and that this style varies from time to time. Perception seems more important than actual verbal response, and understanding, I think, is to be preferred above technique.

We subscribe to the total counseling concept—that is, we consider the questions presented by the participant in light of her total life situation and her family or peer relationships. We might be called "action oriented," directive in some cases, information-giving in most, supportive always.

I believe it is important, if at all possible, to set aside enough time for the initial interview—this may be more than the 50 minute hour—to explore a woman's questions carefully with her. Often great effort and planning have gone into this initial step of coming to the Center—planning over time which may have involved a year or more of waiting until the children are in school, or until family responsibilities are lessened, or husband's education has been completed. Subsequent interviews may be arranged, and often are, or appointments may be scheduled elsewhere within the university such as Admissions Office, Office of Financial Aid, or academic departmental offices. Telephone follow-up, informal coffee hours, "brown bag" lunches, discussion groups around a particular field of interest, reading improvement courses for mature women are additional supportive resources available to Center participants.

Adults have a great deal of information about themselves, whether accurate or not, by the very fact that they have lived a long time. The adult woman may have great insight into her own needs, wants, and interests. She also has restrictions and responsibilities that may limit her degree of freedom of action. She has to deal with selecting the life pattern that will fit her particular situation at a particular time.

The counselor of adult women must deal with a woman's multi-dimensional role; her need for flexibility; her relationship with her husband and his attitudes and feelings; and the age and number of children in the family. These complex factors in a woman's life combined with the diverse educational opportunities and employment possibilities, create a need for assistance in determining "next steps." To quote Dr. Westervelt,* "Because the idea that formal schooling ends with youth has deep roots in America, adults need encouragement to continue with education. Because adult education is widely diversified in form and content, adults need help in choosing and using it to best advantage. The mere provision of a wealth of opportunities meets neither of these needs. Thoughtful educators have long recognized that whatever the place of counseling in the education of the young, it is *central* to the education of adults."

What are the prospects for the paraprofessional in social work?

Glasser: Very good. Many tasks done now by professionals could be done just as effectively by paraprofessionals. Not all my colleagues agree, but I am sure that a great deal more could be done to utilize paraprofessionals. My experience in the Army demonstrated this. The "social work technicians" did many of the jobs performed by social workers outside the Army. Professors Gordon and Bertcher of our School of Social Work are studying these possibilities now for the Office of Economic Opportunity, classifying tasks as professional or paraprofessional both in social work and psychology. With 150,000 jobs and only 50,000–60,000 graduate social workers doing them, the use of paraprofessionals is necessary.

Where does the volunteer fit into all this?

Schlossberg: The person who counsels others should be trained to counsel and should understand the dynamics of interpersonal relations whether paid or volunteer.

Glasser: Volunteering gives women a chance to learn about the field. It also provides a way for professionals or paraprofessionals to serve when they do not want a paid job. There is now a strong movement afoot to provide more opportunities for volunteers.

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*Dr. Esther W. Westervelt, Adjunct Associate Professor, Department of Guidance and Student Personnel Administration, Teachers College, Columbia University; and Director, New York State Guidance Center for Women, in *Guidance Personnel Work: Future Tense* edited by Margaret Ruth Smith, Teachers College Press, Columbia University, 1966.

Barr: Are we kidding ourselves in suggesting that universities are training paraprofessionals?

Schlossberg: Universities may not be willing to train the paraprofessionals, perhaps they should not, but that's where the money is.

Glasser: The Michigan Department of Social Services program to develop use of volunteers in public welfare settings is an example of efforts being made by agencies to give such training.

Schelkun: I have been in such a program. It tends to encourage the "volunteer syndrome." In the emergency service program we don't like the volunteer status because it has no status with the professionals. We don't call ourselves "volunteers." We prefer to be called "mental health workers." We don't want to feel like bandage rollers. After all, we have been trained and have self-respect.

Shouldn't the community colleges and universities work together to create paraprofessional training programs?

Schlossberg: Wayne State University is working on such a program, meeting with the people from community colleges to legitimize the training and experience people have had as volunteers.

Schelkun: Volunteers might tackle this as a group. We are underestimating our own skills in solving the problems of training and status.

There seems to be a need for better communication between school faculty and community agency personnel including those who serve as volunteers.

Glasser: Agreed! There is a need to see functions and services with a different set of eyes. I had an interesting experience in using a volunteer to gather information from a number of social agencies. A written report summarized her impressions. She made observations with her "untrained" approach which were valuable, comments I would not have received from a professional, and she did a fine job.

Mature women undervalue their ability to be effective.

Fabian: I should like to mention the origin of the graduate training program for the teaching of adult or functional illiterates now possible through the School of Education. After discovering that there was no specific graduate degree program within the University in this field, a group of 6–8 Center participants met at "brown bag" lunches during late 1964 and early 1965 to study, collect literature on the subject, gather information about appropriate University of Michigan courses, and visit places specializing in this kind of instruction in nearby cities. After several months of regular meetings, they recommended to the School of Education a one year interdisciplinary graduate program for basic education teachers. A faculty committee worked on the development of a prototype type plan for a master's degree with a concentration in this area. Members of this original group are now contributing to public school and government sponsored literacy projects.

What is your description of a paraprofessional?

Glasser: In social work, they help locate community facilities and get clients to them. The OEO programs are moving in the same direction as social work, setting up referral services and utilizing paraprofessionals. The paraprofessional in these fields should have the ability to relate well, a knowledge of the community, perhaps two years of college.

Schlossberg: In Detroit, women who live in the community are trained to work 20 hours a week with neighborhood block clubs; to organize parents; to organize field trips for children, with or without parents accompanying them; to set up bulletin boards about job opportunities; to do phoning and clerical jobs. This is a federally funded project and uses the schools as headquarters. Volunteer women do the jobs the school counselors have no time to do, and these neighborhood women can relate much better to the disadvantaged.

Glasser: I observed an Ypsilanti preschool (Headstart) program; a professional and a paraprofessional teacher working together in the same schoolroom, and I couldn't tell which was which.

I am starting a Center for Continuing Education of Women in a School of General Studies in Virginia as part of an extension service program. Where do I start?

Fabian: Each center is unique in its program and services depending upon the community it serves. We feel that the heart of our service is counseling individual women. Conference workshops such as the one today are a direct response to the questions women have in planning their return to study. Unlike some Centers, we do not offer particular courses especially for the mature woman, for we adhere to the philosophy that the adult woman should be a part of the mainstream of the University whenever possible, and that special arrangements should be available when barriers are excessive. Our Center opened its doors after almost two years of preliminary study including personal investigations, interviews, attending conferences and workshops across the country, and administration of a survey questionnaire by the Alumnae Council of the University to determine the needs of the particular women we would be serving. We have consulted with many people across the country who are starting programs for women.

> *I am a graduate of the University of Michigan and was active in the alumnae group which helped get the Center going and raised money for it. So I can see the change in the attitudes of many University of Michigan professors and administrators who were less than enthusiastic about a bunch of middle-aged women returning to school. The fine staff of the CEW is responsible for this eye-opening. They have done a great job and should take the credit for some of the warm welcome which the highly motivated mature student can now be greeted with on campus. Many department chairmen who were originally reticent about women returners have been convinced that these new students mean business.*

Schelkun: When you do take the leap and go back to college course work, I found it takes a term or two to adjust, to be sure you can do it. It is important to have a place to go back to, to reassess your steps as you move along.

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BACKGROUND INFORMATION*

Adults from all segments of society are looking for sources of advice about decisions and problems that confront them. Many of their problems arise as a result of the changes, particularly in occupational roles and use of leisure time, that are becoming increasingly characteristic of life today. For example, factory workers are being displaced by automation and new industries come into existence within the relatively short period of five or ten years. A search for a new career is not unusual either for adult men or for women, and many adults are returning to courses of study in educational institutions. Early retirement calls for facing the change in status from wage earner to retired citizen. People making the change from military to civilian life face different problems of adjustment. Individuals who are overcoming physical or mental handicaps form groups needing other special counseling services.

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*Background information for each workshop session was prepared by the Center staff and included in the conference kits.

Counseling for adults is not entirely a new field, but has a basis in developments that began with the depression era of the 1930's. Public employment agencies and job programs for unskilled workers had their origin in this period. With the advent of World War II, counseling services for returning veterans were provided by the Veterans Administration through hospitals, rehabilitation agencies and educational institutions where veterans enrolled under provisions of the "GI Bill." These facilities have continued, but of course there are additional private vocational services and employment agencies outside the government sphere.

Counseling of adults, with attention to educational and vocational aims, is carried on in community and junior colleges, particularly those featuring the extended day or evening class schedules. The extension divisions of larger universities and colleges serve a similar population of students. A more specialized phase of adult counseling is handled by centers of continuing education for women, established since 1960 to help meet the shortage of professional workers and respond to the desire of mature women to enter or return to the working world. Many centers of this kind, allied to a variety of educational programs and institutions, are now in existence in the United States.

Attention to the elderly citizen has created additional opportunities for professional counselors. Specialization in this field requires knowledge of the aging process, and some experience in community organization and administration as well as competence in guidance and counseling.

A recent conference entirely devoted to adult counseling has recommended three types of personnel needed to provide the necessary counseling services for adults.* These three categories are: adult counselors, resource counselors, and consultants. The adult counselor handles the general counseling tasks, coordinates the efforts of the staff team and plans for in-service training. This counselor should have at least a master's degree in counseling or its equivalent in a related field. The resource counselor is essentially an intermediary, someone with a facility to communicate with a special ethnic or cultural group. The third category, consultants, would include psychiatrists, psychologists, educators and social workers who would act as support to the adult counselor and resource counselors. A comprehensive adult counseling service with these three divisions of responsibilities need not have the consultants as staff members, but should have access to them for referral or consultation.

The counseling profession, both in its practice and in the procedure for training new members, has been fundamentally affected by its connection with the world of education. Courses in guidance and counseling offered by schools of education as well as those from psychology and social work can provide basic training for the adult counselor, but experience and practical knowledge of other fields are usually essential. Counselors have a different focus of attention if they are working in the rehabilitation section of the Veterans Administration, in employment service counseling, or in social welfare programs such as those under the auspices of the Office of Economic Opportunity. An obvious development in counseling is the growing differentiation among guidance tasks required within and outside of schools. Practical experience is needed by the adult counselor serving different minority groups or sub-cultures, whether in matters of educational goals, career choice, or in personal adjustment.

In working with some groups, the use of special "group techniques" may be even more effective than individual counseling. Rehabilitation efforts among veterans and service personnel gave group counseling a strong impetus after 1940. In a capacity different from that of therapists, counselors today are working in churches, and with clients of half-way houses, management teams, married couples groups, new parents or young housewives' clubs.

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*Conference on the Training of Counselors of Adults, Chatham, Massachusetts, May 22-28, 1965. Sponsored by The New England Board of Higher Education and The Center for the Study of Liberal Education for Adults.

Society's demand for a better understanding of interpersonal relations has also created a growing interest in "sensitivity training" as a method for acquiring insight into the dynamics of group behavior. There is a distinct need for competent and emotionally stable trainers and group leaders. This new technique can be studied in advanced courses in psychology. Experimentation with the technique has been carried on in business and management groups, in churches and in governmental agencies.

With the diverse settings for counseling, every community can benefit from a clearing house concerning counseling services and referral possibilities.

NEW CAREERS IN COMMUNITY ORGANIZATION
(Workshop 2)

Chairman:	Allen A. Hyman, Program Associate, Center for Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan; Secretary of The Detroit Committee
Panel Members:	Donald Borut, Assistant to the City Administrator, City of Ann Arbor
	Henry J. Meyer, Professor of Social Work and of Sociology, College of Literature, Science and the Arts, The University of Michigan
	David S. Pollock, Dean of Student Personnel Services, Washtenaw Community College
	Catherine W. Pring, Graduate Student in Public Administration; Former Assistant Director of Ann Arbor Office of Economic Opportunity
	William C. Rhodes, Professor, Psychology Department and School of Education, The University of Michigan, in charge of training programs for Washtenaw County Community Mental Health Center

Recorders:	Mary Bishop Faith Willcox
Staff:	Jean W. Campbell

Pollock: The Community College is, in concept, a two year institution with the emphasis on community. The college is established to serve the community needs particularly in the area of occupations either by direct entry from the college into the labor force or through college programs transferable to four year institutions of higher education. Washtenaw Community College is essentially the community college for Washtenaw County. We try to model our program to suit the needs of the county. Our admissions policy is not the traditional one. Anyone over 18 is admissible; a high school diploma is not needed, nor are there any other special requirements.

We are in the process of developing some remedial laboratories in reading, mathematics, writing and speech. The purpose of these laboratories is to provide a starting point for people who approach college with a certain degree of apprehension. Although we are not prepared for complete illiterates, we can work with those close to being functional illiterates and help them move into a regular classroom situation. They can work at the remedial laboratories when they wish to and progress at their own rate. We do not drop students for academic reasons, but work with them and try to find areas of success for them.

Identical courses are offered during the daytime and in the evening. The college is in session from eight in the morning until ten at night. The individual is allowed, within reason, to take as many or as few courses as he feels he can handle. A substantial number of students are taking 15 hours of class work as well as working at a job 40 hours a week. It is hard to convince them that that is too much.

We have designed training programs for what we call "areas of community services" for students who are aiming at direct entry into the labor force. The training program for educational aides requires one year, 30 hours of work; the training program for an educational assistant is two years, 60 hours of work. A few positions in public schools are being filled at present by two-year people. Part of our mission is to convince the public schools of the usefulness of a person who has had but two years of training. Then, there are training programs for law enforcement technicians whose duty is to lighten the burdens of patrolmen. There is also a two year program for training library technicians. All of these fields are open to women.

City and County Planning Commissions are in great need of staff. Professional planners are in such great demand that any commission faces a high turnover rate. To supplement and integrate the work of these transient professionals, Washtenaw Community College hopes to train Planning Technicians. These jobs are appropriate for women because women seem to have a special talent for visualizing imaginatively the physical planning of cities and country areas.

Social Work Aides and Community Aides will be trained to work under the supervision of professional social workers. These aides will be able to handle a certain amount of intake, conduct interviews and go into the field to implement the program devised by the social worker. There are vast opportunities for such aides in the future. Most of the jobs in this area are with the Office of Economic Opportunity, but more will be available in the private sector later as the pressure on social workers increases.

As I said, community colleges are designed to respond to community needs. If you see the need for trained people, let us know.

Rhodes: The mental health field, as all the human service fields, is in a period of shortages and of changes. Because of the acute shortage of professionally trained people, a parallel structure of workers is being created on an experimental basis throughout the country. These paraprofessionals are recruited from the ranks of housewives, indigenous leaders and college students.

An experiment with paraprofessionals in the area of mental health is being conducted locally. A "crisis" or "emergency" 24 hour telephone service has been established to receive calls from people in emotional distress. The front line workers are volunteer mental health workers–mature women from the community who have gone through a special course in how to deal with these calls, women who know the resources of the community and how to mobilize them to help these people. Eighteen women were trained in the first course which was given this past winter and about the same number are in a second program, now underway.

A two year program conceived and directed by Dr. Margaret Rioch of the National Institute of Mental Health trained housewives as psychotherapists. This program was designed to attack two social problems: the shortage of psychotherapists and the waste of educated womanpower. This pilot program began five years ago with eight women. All but one, who had to withdraw because of illness, are working successfully in individual therapy, counseling or group therapy. Despite the success of this small pilot project, only a few organizations have imitated it.

A year ago, Johns Hopkins started its own program to turn housewives into psychotherapists; its first trainees will be graduated this June. In September of 1967, a mental-health center in Chester County, Pennsylvania began training mature women as child therapists. The State of Pennsylvania promised to hire these graduates as professionals and give them high civil service ratings. Beginning in 1965, twenty-two mature women have been trained as mental health rehabilitation workers at the Albert Einstein College of Medicine of Yeshiva University. The training consists of an eight-and-one-half month, four-day-a-week program.

The Teaching-Mom program was initiated in a small residential town near New York City to help emotionally disturbed children in the public schools. Mothers who had been successful with their own children and who were warm-hearted, intelligent and eager to be of service were recruited to work as volunteers on a one-to-one basis with an emotionally disturbed child. These women were trained and supervised and were part of a team of teachers, psychologists and psychiatrists. They worked in pairs: one woman taking charge of the child in the morning and another in the afternoon. This initial program has been expanded to other school systems.

Housewives are being used in an "infant tutorial program" which has been underway for four years in Washington, D.C. This program is directed by Dr. Earl Schaefer of the National Institute of Mental Health. It is designed to prevent the usual drop in I.Q. which occurs in children from the lower economic level during the period between eighteen months and three years of age. Before that time, there are no measurable differences in I.Q. between children from lower and middle class homes. After three years of age, there are measurable class-related differences. The Schaefer project has prevented the expected drop. The progress of these children will be followed over the next few years to see if this achievement is maintained.

There is clear indication that one area of great weakness in this country is that where the family structure breaks down, we do not have enough people trained in child rearing. There is a great need for human service personnel in the mental health field.

Pring: Right after getting my B.A., I became a mother. Since then, I have completed an M.A., returned to the labor force, and now am back in school.

In my job with the Office of Economic Opportunity, I discovered what the role of women is in community organization. It is that of a community organizer. It is helping people—welfare mothers, tenants of slum housing, mothers out of rapport with the schools their children attend—to bridge the gap between what they have and what is possible for them to have to satisfy their human needs. It is going out and organizing people into action groups so that they can obtain what is owed them, what is available to them.

A couple of years ago, the job of community organizer was considered purely a professional job. Now, there are jobs for the intermediary professionals, the paraprofessionals. Training for such jobs is available through courses at Schools of Social Work and at Community Colleges.

Women who have acquired techniques of organization through their work as volunteers in groups like the PTA, through their roles as wives and mothers, and who get some additional training, can attain real social good by helping people organize into power groups.

I went back to school because I felt the need for more factual knowledge and also because an advanced degree will give me greater mobility.

Borut: I represent a city that is out looking for people to hire. We hope to entice both men and women to work for this municipality.

Cities and counties are primarily service institutions needing a variety of personal skills: engineers, lawyers, accountants, police, clerks, writers, housing experts, managers and the like. Few women are to be found in the technical and professional areas in municipal government although they are sought. While not a point to highlight, I find at this time that with salary constraints of municipal government, we can attract women with higher skill levels for less money. This is changing, however.

We are beginning to realize that we also need persons skilled in human relations to deal more effectively with the human problems in housing, the human relations between the police and the citizens, the relations of the City to University students wanting to vote, the relation of City Hall to the community. The need for new and more sensitive attitudes is being recognized and persons trained in managerial and inter-personal skills have been hired to work with city employees. This field of human relations and interpersonal relations requires training as well as dedication and is an area in which women can find meaningful and challenging opportunities.

At present Ann Arbor is experiencing a housing crisis due to the lack of housing for the many low income families desperately trying to find places to live. We greatly need a housing coordinator, a woman perhaps; someone with an enlarged pituitary gland, unlimited drive and energy.

Why work for a city rather than for a private agency? You can touch the lives of many more people; you can exert considerable leverage as a part of a governmental organization; there is diversity in the work since there is a great variety of needs to be met; you can find jobs in municipal government if you move from one city to another; finally, the dearth of trained people will soon boost salaries, which at present are too low to attract and hold well-trained professionals.

Meyer: After hearing about the interesting jobs that can be obtained through new nontraditional training programs, I feel somewhat shy about talking of old, established, accredited training program in schools of social work which prepare persons for professional positions in departments of mental health, social services, school systems, and a wide range of social agencies. Conventional channels to careers in social service in community practice are accessible and you should not rule yourself out as a potential trained social worker. Many community service jobs require advanced social work degrees for employment, and many agencies which do not require professional training prefer persons with college degrees. In response to a new awareness of urgent community needs, social work schools have reviewed their orientation and made revisions in their programs. There is serious discussion of devising undergraduate curricula to equip people for careers in community work, recognizing that the need for personnel is too great to be met by graduate programs only. There is growing appreciation of the need for broad-based community programs in which professionals must work hand-in-hand with nonprofessionals and with "indigenous leaders." When you consider community work, you should consider becoming one of the professional members of the team.

Community work is not all glamorous whatever the level of training, and beginning jobs for the less trained are often menial with rather low pay. You can get such jobs–especially in some of the new federally-promoted programs–with minimal formal educational background if you have energy, a lively interest and relevant life experience. Home-making and volunteer service are often relevant for such jobs but they are not, in fact, equivalent to educational training. It is possible, however, to use employment as a stepping-stone to training; most public agencies and many private ones sponsor employees for advanced social work degrees.

If you are a college graduate and interested in preparing for community work at the professional level, you can start slowly, testing your interest and your capabilities by taking a course or two in a school of social work. The inflexibility of which social work schools have been accused justly is breaking down and at a school such as ours at The University of Michigan, the new curriculum allows for wider choices and more individually adjusted programs. A person would be defined as a "full-time" student if he took 8 credit hours in a term. He could earn the Master of Social Work degree at such a rate in 7 terms, instead of the more customary 4 terms of 14 credit hours, to complete the 56 hours required. Students in social work schools are among those most favored financially by a wide range of federal, state, and private sources of traineeships. Between 80 and 85 per cent of the full-time students in our school have full or partial scholarships.

Mr. Borut and Mrs. Pring have stressed the need for activists, planners and developers to interpret the human needs of people in our communities to those with power and responsibility to satisfy those needs. The image of social work schools as training grounds only for casework with individuals and families is less and less accurate. More than half the 500 students in our school are learning to practice as social workers in group work, community organization, administration, and social welfare policy. Community practice is the fastest-growing specialty in social work today. Social workers trained for community practice receive the highest rates of pay. In this concentration, field instruction may take place in settlement houses in depressed areas, with mental hospitals, in OEO agencies, in health and welfare councils, with public schools as links between families and schools, in planning agencies, with community action programs, and in many other sites. The earnings of social workers of all specialties have been increasing. You won't become wealthy, but you can make a good living and find real satisfaction as a professional social worker.

Women with interests in community work–particularly college graduates who have been active in civic, political, school, church, and similar organizational work – would be well advised to look into opportunities to become professionally trained as community organization social workers.

Hyman: I have been working for eight months with the New Detroit Committee trying to find ways of alleviating some of the conditions which caused last summer's riots.

The need for trained professionals in the inner city is overwhelming. For example, we found that 700 teaching positions were unfilled for lack of teachers willing and able to teach in these schools. There also were more jobs for unskilled labor than there were persons to fill them. The problem here is to get the person and the job together. Then, there are many programs, some still on the drawing board, that need volunteer semi-professionals.

The Volunteer in Placement program, initiated by a junior high school teacher, is designed to keep high school students in school. About 250 volunteers are working with six seniors each. The result is that 1,500 of the 5,000 high school seniors in the inner city are receiving counsel about personal problems, school work and job opportunities after graduation. Volunteer tutors are needed at all levels, particularly in high schools.

The Volunteer in Progress program is aimed at finding persons with various skills who can give even small amounts of time to inner city problems, getting their names and qualifications on a roster so that agencies can match jobs needing to be done with volunteers having appropriate skills. About 10,000 names is the goal. If this roster and the agency jobs could be put on computers, it would be easier to reach some rational equation between services available and the needs of people in the depressed area.

The Counseling Program for High School Drop-outs has returned up to 80% of these students to school. Students drop out for many reasons other than lack of motivation and interest—no money for car fare, lack of a shirt or shoes. It is interesting to note that 90% of the crimes committed by juveniles are committed by drop-outs.

The Court Watching Program is a valuable service needing more women volunteers. When women appear in court to listen and take notes, there is a surprising improvement in promptness, in uniformity of sentences and in light sentences for first offenders. Trained and understanding persons are needed in a program to help parolees return to society.

Classes in home economics have been established for the disadvantaged. They are taught how to shop most economically and well, how to sew and cook. Groups are offering training in the trades and in reading and writing. The appearance of neighborhoods where block clubs have been established is greatly improved. Classes in general law education are being conducted by women to teach people about their legal rights and obligations, including welfare benefits, tenant's rights and responsibilities.

Women are needed to acquaint public officials with the need for more and better services—better lighting and sanitation in public buildings, longer periods of time when libraries are open.

All these programs and many more are in need of workers, professional and semi-professional, paid and volunteer.

How receptive are professionals to the employment of nonprofessionals in places other than Ann Arbor?

Rhodes: Other areas are even more receptive to the possibilities of using nonprofessionals, especially the East and the South.

Do job-descriptions for municipal jobs in Ann Arbor often restrict choice? In other words, how much flexibility do employers have in selecting employees? Why can't people be trained on the job?

Borut: We do provide some on-the-job training, but we need to improve.

Mr. Hyman, have you ever heard of a program that is homebound or neighborhood-bound to help single parents?

Hyman: There is nothing in Detroit as yet, but there may be. There is a clinic in Washington, D.C. offering special training to single parents. You know about Parents Without Partners in Ann Arbor.

Mr. Pollock, are your admission policies at Washtenaw Community College more liberal than at most community colleges?

Pollack: We do not know whether any other community colleges have a completely open door policy such as ours. Perhaps we are more flexible.

Had the housewives who were trained to be psychotherapists received professional training before they undertook this specific training for that role?

Rhodes: No, they had no previous professional training for this role.

Are the tutorial programs such as those that Dr. Rhodes described set up through the schools?

Rhodes: There are two such programs in Ypsilanti set up in the public schools. If we proceed with a plan under consideration in Ann Arbor for special work with disturbed children, probably it should be set up by the Washtenaw Community Mental Health Center. No sponsorship would be needed for an infant tutorial program.

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BACKGROUND INFORMATION

Urban problems, essentially those of housing, human relations, job training and employment which are found to some degree in communities of every size, are demanding more effective solutions. Shortages of professional and technical personnel as well as public reluctance to fund adequate programs compound the problem. In spite of difficulties, communities are mobilizing to meet their special needs.

In every community, the range of necessary services will absorb its professionals and increasingly require the development of a large number of sub-professionals. These may be people of various talents—educated women experienced in civic affairs or women without formal education living in the areas for which new programs are created and sensitive to the human needs of those particular neighborhoods.

Whether professional or sub-professional, paid or volunteer, there are new opportunities in the community for women with desire, imagination and a willingness to increase their skills.

Colleges and universities offer a way for women, stimulated by community needs, to update their previous training or to prepare for a different career. For example, the Community Organization curriculum in The University of Michigan School of Social Work focuses on effecting institutional change in response to social need. Social agencies are beginning to redefine jobs and provide inservice training for sub-professionals. Job-related in-service training is occurring in many federally financed programs. Mental Health Centers are looking with interest at educated women as potential mental health workers. This year, the Washtenaw County Mental Health Center has developed a training program for such women. Community colleges are innovators in developing training programs for technicians and sub-professionals. For example, Washtenaw Community College has recently introduced educational-assistant training and law-enforcement training programs. It is currently developing a course for social work aides.

More and more communities will be creating human relations commissions requiring staff. Housing programs will need personnel to handle emergencies as well as to develop long-range plans. Women are needed as managers of senior citizens' housing projects and as coordinators of emergency housing programs.

Government programs established in local communities under the Office of Economic Opportunity are a major source of new job opportunities. Some of these programs are: Head Start, designed to overcome the cultural and health deficiencies of preschool children; Follow-through, a continuation of Head Start; and Upward Bound, a summer program for High School students of varied ethnic, racial and cultural backgrounds held on college and university campuses to motivate students toward college careers. The Job Corps provides remedial education and training primarily for school dropouts while the Neighborhood Youth Corps helps youth (16 to 21) remain in school or return to school. Additional government programs with a health emphasis are Medicare for the elderly and Neighborhood Health Centers which offer virtually all non-hospital medical services for all members of a family within one centrally located facility.

Some older programs are expanding. More communities are looking for directors of a Homemaker's Service. More are hiring "Community Agents" to promote understanding between school and community and to integrate services affecting individual children. Many more recreational workers are needed for a variety of jobs, particularly as specialists in creative arts for children, the emotionally disturbed or the aging. Occupational therapists are in short supply.

Police-community committees, legal aid clinics, juvenile court services can benefit from additional personnel. Trained volunteers may make a critical difference.

In many of these fields and programs, there is need for workers skilled in public relations and interviewing, report writing and editing.

Women are needed to promote and develop day care centers for preschool children. Orginally, day care for small children was considered almost exclusively an aid to mothers with low incomes. Now that women in the middle and upper income brackets are returning to school or to work, their children also must have day care. Many more facilities for adequate day care of young children are urgently required.

Federal and state governments are supplying impetus and most of the funding for new community programs; however, they cannot do the whole job. In fact, the danger of relying unduly on government funds has been demonstrated as some programs were cut off at crucial points last year. Private and volunteer organizations, as well as public agencies, will continue their work, expand their staffs and programs, and thereby extend their ability to meet the needs within each community.

NEW CAREERS IN EDUCATION
(Workshop 3)

Chairman: William C. Morse, Professor of Educational Psychology, School of Education; Research Associate, University School; Director, Joint Program in Education and Psychology, The University of Michigan

Panel Members: Dorothy Hejna, Graduate Student in Education, The University of Michigan
Tony Milazzo, Associate Professor of Education-
Evelyn Moore, Coordinator, Compensatory Programs, Ann Arbor Public Schools
Frank Wawrzaszek, Acting Head of Special Education and Occupational Therapy, Eastern Michigan University

Recorders: Joan Brinser
Linda Vanek

Staff: Jane Likert

Morse: The country is facing a manpower crisis. The contribution of women returning for more professional training or volunteering in a local school is no longer an optional matter. It is, in fact, the only way we are to supply the personnel needed in the educational setting.

A recent study of personnel needs for Michigan schools underlines this condition. Leave out for the moment the need for trained classroom teachers or teacher aides. Consider only the specialists who serve the children who cannot be helped adequately in the regular classroom. It was found that to reach minimum numbers as stipulated by standards (which are anything but lush) would absorb all these specialists being graduated in the state of Michigan. All the social workers, psychologists, guidance workers and special health personnel graduated in the state could be put to work in schools and still the minimum need would not be met. The usual flow of specialized persons is not the solution.

At one and the same time, the biggest growth market for involvement in the economy is the socializing process. The business of translating the past to the next generation is a major concern. Communication between the generations is weak. We are all going to have to put more effort into helping the young grow up. This is at once our biggest need and opportunity. When one looks at contemporary society, it is obvious that we are in dire need of more effort devoted to the socialization process. If there is any place that we are faltering, it is in basic socialization in education and other youth services.

There will be many patterns of service. First, there is the typical professional one. Here, formal training programs—from the first degree to the Ph.D.—offer opportunities. Then, there will be the para-professionals, trained to take over many supporting roles. The lay expert will have a career line through very specific in-service training to do more and more circumscribed but complicated work. All of these opportunities are open to women.

The motivations for participating in this process are many. Some women obviously need to be paid: after all, this is a money economy. Others will be satisfied by personal returns of a psychological nature. Being useful and making a contribution is reward enough for them when financial need is not dominant. These gratifications as well as earning money are an accepted part of our culture.

We live in a peculiar time which recognizes nothing between adolescence and death and this leaves most of us out. But you, who are contemplating a return or a new participation, have a much-valued asset. In the first place, you have lived a bit longer than the youngest adults which should give you perspective, a greatly needed commodity. Second, most of you have raised your own children. You have experience, tried and tested. Youngsters cannot exploit you. You can capitalize on this and make a significant contribution by adding only a little planned participation or specific training to make yourself more useful. The community so obviously needs a return on its investment and it awaits your involvement, particularly in the educational and child care areas.

Hejna: After finishing my degree in education at The University of Michigan, I decided that due to family obligations I was not ready to teach full time and I began to look around for some way to use my training. A friend told me about the Volunteer Teacher Program and this seemed to be a good solution to the problem.

It was arranged for me to work with six second graders who needed assistance in several areas but particularly in reading. I was interviewed first by the principal and then met the two teachers with whom I would work. I was briefed by the teachers on the background and difficulties of the children and given several suggestions and some materials with which to start. It was agreed that I would see the children three times a week for forty minutes and that our class would use the kindergarten room which was not in use at that time.

Our first few meetings were difficult. The children were uncertain about me, as well as about the situation. They wondered if I were a real teacher, why they were in the kindergarten room, but most of all they expressed their awareness of not doing as well as their classmates and their fears of being stupid or unable to learn.

The teachers with whom I worked were helpful in supplying me with information about the children and in making suggestions; however, the day-to-day lesson planning was up to me. We did agree that, along with improving the children's skills, it was most important to try to build their self-confidence and to help them feel that they could be successful in school. It is important for the volunteer teacher to be independent so as not to be an additional burden to the classroom teacher, but it is also important to keep the teacher informed by way of regular reports concerning both progress and problems.

As a result of my experience in volunteer teaching, in particular the complex variety of reading problems presented by these children, I have begun graduate work in the Psychology of Reading. I highly recommend this kind of work both for the benefit of the children who so much need help and for the additional insight into the needs of our children and our schools which it cannot help but provide.

Morse: Simple jobs lead to complicated understanding.

Moore: Schools, in the midst of a social revolution, need more services and lack manpower. As a result of the need of disadvantaged children for help, there are new roles in the public schools. One is that of the volunteer teacher which Mrs. Hejna has just described. Three years ago, one school accepted three volunteers; the second year there were 15; and now there are 30 in several schools. A second role is that of the teacher aide. Children need a model in a status position. Some cannot identify with the teacher–she is too far above them–but they can identify with someone from their own community who understands the feelings of the poor (which is sometimes hard for the formally educated to do). This is where the teacher aide fits in. She is a valuable "in-put" to the school and may be particularly sensitive to community problems, offering a new dimension, "folk wisdom,"

Wawrzaszek: In serving exceptional children–the blind, deaf, those with speech problems, the mentally retarded, emotionally disturbed, socially maladjusted, orthopedically handicapped–it is important to recognize that they need diagnosis and special teaching in order to get along in school. One out of every eight children in the U.S. needs some kind of special help–anywhere from 2% to 15% need psychiatric help. Teachers can deal with minor problems, but expert help is needed to deal with serious handicaps of sight, hearing or behavior. There are 5.4 million retarded children in this country and there will be another million by 1970. Services are available for only 25% to 50% of them. Help is greatly needed. For example, last June there were 30 graduates in the mental retardation program at Eastern Michigan University. Listed in our placement office were 2700 jobs from various parts of the United States and Canada. Jobs are plentiful when the ratio is 15 jobs to one person. The ratio of 90 jobs to one teacher makes the placement situation ridiculous.

To qualify as a teacher of exceptional children, a person must be certified as a regular classroom teacher and he must take additional training in the area of specialization. In some areas of special education, the work may be completed in one summer school session. It might be possible to work in some schools on a part-time basis. For example, a speech therapist might work part-time in private practice and part-time in schools. Volunteers, as well as paid professionals, are needed on all levels.

Morse: We are shortchanging kids when we don't give them persons with whom to identify. Volunteers from their own communities can serve as models. But we must make sure that there is an educational process built in for the volunteers. They should not be exploited, but should learn while doing.

One of the things that volunteers can do is interest the community in the school's problems.

Milazzo: Federal money has created a stimulus for educational change. The Elementary and Secondary Education Act of 1965 and the Equal Opportunity Act have elevated programs in education and made money available. There is a new emphasis on early childhood education through Head-Start and Follow-Through.

A continuing emphasis on remedial services requires a variety of specialists: the school psychologist, social workers, remedial reading specialists and the like. Other jobs are being created in response to new needs: the teaching machine specialist, the coordinator of federal funds, the helping teacher, the teacher trainer.

These specialists often are not in the mainstream of what is happening in the schools. Ways must be found to coordinate and integrate all services given to a child. A new job of the Child Development Consultant has been proposed whose task would be to help create and manage the total learning environment of a school with the emphasis on the prevention of difficulties.

Many of these new developments require in-service training and call for great adaptability and skill on the part of the classroom teacher. A new kind of teacher training may be needed as well as a closer relationship between the schools where the teachers work and the colleges where they are trained.

Morse: There should be a greater emphasis on educational innovation.

There are no volunteers in my child's school. It is old-fashioned. How can I break in and get them to use modern methods?

Morse: You might start a propaganda movement. Find examples of school systems where the new techniques are working. Try to anticipate the anxieties which will occur. There will be degrees of readiness in different teachers; look for the ones who will prove most receptive. Start slowly. Teachers and principals may resist change. They may think that the volunteers have all the fun. When they get used to the idea, ask for their help and advice at a time when they are not busy.

Moore: When the volunteer teacher program was initiated in Ann Arbor, there was a great deal of hesitancy. We began with one receptive principal and with three volunteers. Now we have thirty volunteers in several schools.

Hejna: I work with older, experienced teachers. The fact that I had an educational background helped in our relationship. The volunteer has to be willing to be in a subordinate position. She has to encourage the teacher to give suggestions and must not be a burden to her. It is wise to pick a time convenient for the teacher to consult with her.

Did the parents know that you were working with their children?

Hejna: I was introduced at school parties, but the parents really were not informed about what I was trying to do. I was upset about that.

What about help for the high school teacher–grading papers, secretarial help and so on?

Milazzo: Government funds have been used to supply such help. This help and teacher aides free the teacher from paper work and give her a full teaching day.

Morse: We must be creative and flexible in the use of all resources. One school used retired people in the community to enrich the learning experience.

Milazzo: There also has been considerable success with older children teaching younger ones–sixth graders teaching first graders.

The use of college students to tutor in a Children's Home started a community demand for their services.

Wawrzaszek: Let's not forget that a good volunteer program has to be organized-structured, planned and administered. Volunteers must be dependable and well supervised or they can cause turmoil.

Morse: A community organizer may be needed to start a volunteer program.

Why are school districts reluctant to use volunteers?

Moore: The concept of using volunteers in the schools is new and improved ways of using them need to be found.

Morse: There is still the "chambermaid" concept of the volunteer–let them do the dirty work.

I still do not see why there is such a negative response to volunteers. They seem to be suspect and are looked at with a "What can you get for nothing?" attitude.

Morse: There probably is a professional anxiety about the competency of the volunteer. It also may be insecurity on the part of the teachers. It's upsetting to find that volunteers can do well.

Moore: Some people are afraid to admit that they want help. The schools at first say they don't need help, but when an adventuresome school tries it and it works, the concept spreads.

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BACKGROUND INFORMATION

School systems through the nation are caught up in the current social revolution occurring in this country. Curricula are being overhauled, new educational roles are being created and an atmosphere of creativity pervades the educational scene. Although the impetus for this change stems, to a great extent, from national programs designed to benefit children from low-income families, there is little doubt that all children will benefit from innovations occurring in our schools.

One of the new roles is that of the "crisis" or "helping teacher" who can work with upset children individually when their behavior disrupts a class or when learning requires it. This individual help makes it possible for many children to overcome their difficulties so that they can return to the classroom able to adjust to the group situation. It also frees the classroom teacher to do her primary job.

Another new professional role, now in an experimental state, is the Child Development Consultant. The task of this consultant is to help teachers and administrators create and manage the learning environment of a school. The consultant will be responsible for in-service training of teachers and a better use of school personnel, including the semi-professional. A pilot project to define this role more clearly and to develop an academic program to train such consultants is under way in The School of Education at The University of Michigan. The first Child Development Consultant intern in Ann Arbor is at work this year.

The Director of Information Systems is a new professional job now open in the Ann Arbor Public Schools. It is a result of the introduction of computers into the record keeping system of the schools. The person holding this job will have charge of organizing the flow of data in the school system.

Administrative Assistant for Community Services is a public relations job new to the public school systems. It is designed to provide a liaison between the schools and the community.

There are new and increasing demands for educational specialists in long established jobs: school social workers and diagnosticians, reading specialists and speech therapists, the teachers of the deaf, of the mentally retarded, of the emotionally disturbed, and of the perceptually handicapped.

The role of the semi-professional such as the teacher aide will provide opportunities for children and teachers to participate in educational activities with people of various ethnic, racial and social groups. This is important for children from middle and upper-income families as well as children from low-income families. Simultaneously, community residents have an opportunity to enter the teaching profession on various levels and to share in the daily problems that face educators today in our schools. The Ann Arbor School System has teacher aides in a few of its kindergarten programs and about thirty volunteer teacher assistants working in elementary schools through the school system. This community involvement increases cross-communication between the neighborhood and school resulting in greater insights for both. These jobs may be terminal or they may be ladders up to professional careers. Training for such jobs is largely in-service training. This, too, requires additional personnel. New pilot programs are under way to train the trainers.

The concepts of new careers in education need to be continually assessed to determine ways in which assistants can be trained and used in education. Conversely, there is a need to train teachers to utilize this new available help. Programs that involve training educational assistants, such as the one at Washtenaw Community College, will hopefully begin to provide information of this nature.

Volunteer programs in the public schools began approximately ten years ago in New York City and have subsequently appeared in many communities across the country. In 1964, the National School Volunteer Program was established by a grant from the Ford Foundation to the Public Education Association for a three and a half year period. During this time the NSVP assisted community groups and Boards of Education in the twenty largest cities in the nation, exclusive of New York City, either to establish School Volunteer Programs or to expand and strengthen existing programs. Seventeen of these cities now have functioning programs, as do hundreds of smaller cities to which the NSVP extended its service.

Educational requirements for volunteers vary with the city and are generally determined by the school administration. The duties of volunteers also vary. In Ann Arbor the program is referred to as a Volunteer Teacher Program and volunteers are required to have a B.A. There are about 24 volunteer helping teachers in the Ann Arbor Area Schools working at the elementary level through the sixth grade.

Volunteers devote as much time as they are able and may be given a variety of assignments. In Ann Arbor they usually work with individual children on a one-to-one basis, but may also work with small groups. Although a volunteer may help with specific skills under the supervision of the classroom teacher, her primary function is generally viewed as supportive. She is a concerned and friendly adult with the time and patience to give individual attention and encouragement to children who, for whatever reason, are having difficulty with school work. The volunteer can also be of considerable help to the teachers with whom she works, not only by assisting with schoolroom tasks, but as a sympathetic link to other members of the community.

NEW CAREERS IN POPULATION PLANNING
(Workshop 4)

Chairman:	Johan W. Eliot, Associate Professor of Population Planning, Center for Population Planning, The University of Michigan
Panel Members:	Lolagene C. Coombs, Research Associate, Population Studies Center, The University of Michigan

Millicent W. Higgins, Associate Professor of Epidemiology, School of Public Health; and Research Associate, Center for Population Planning, The University of Michigan

Deborah Oakley, Graduate Student in Population, The University of Michigan

J. Robert Willson, Professor of Obstetrics and Gynecology, University Women's Hospital, The University of Michigan

Recorders:	Fannie Haber Jane Kazda
Staff:	Nancy Sippel

Eliot: We are looking today at an area of service by women and to women that has escalated greatly in both its need and scope in recent years. Family planning has become a part of the new facts of life, needed as universally as immunizations, to help to assure to families a better way of life and to bring to them the benefits of modernization and freedom from hunger and disease. We have spokesmen for several varieties of service that women can render in this field, and we shall start with the most fundamental of these, the services of physicians. We have an obstetrician, an epidemiologist and a demographer to speak for the role of women in population research. We have a graduate student to suggest the growing edge of the role of women and to suggest some of the uncertainties as well as the certainties of the future.

I should mention certain women's professions that are conspicuous by their absence on our panel, just so that you will know that we are well aware of their importance. We do not have a nurse on the panel, and this is certainly a fundamental profession that helps people both in hospitals and in public health settings in regard to family planning. More specifically, we do not have a nurse midwife on the panel. This is the only civilized country in the world that denies itself the services of highly trained nurse midwives, and we feel this lack particularly in the family planning field, for which these people are admirably suited. We do not have a social worker on the panel. These people are moving rapidly into the forefront of service to poor people in this area, particularly since Congress has declared that all welfare caseworkers must offer family planning service to their clients as a regular part of their service offerings. Finally, we do not have a new, and yet very old, sort of person who is the indigenous non-professional person helping others. Our OEO program has brought us back to the realization that people can help each other without extensive professional training if they simply have a number of essential facts and go to work and bring the essential information to other poor people. I suppose one should also make mention of the non-trained volunteer who has formed such an important backbone of Planned Parenthood services through the years. We have a number of these people in the audience. We will turn first to Dr. Willson, to discuss obstetric functions, since this is the most fundamental of all of the family planning services.

Willson: The role of the obstetrician-gynecologist is changing from year to year, some functions expanding in type as well as in the number of persons using or needing the service; in some instances, contracting as previous functions become the specialty of another branch of medicine. Formerly, general practioners delivered babies and did gynecology. As the family physician gradually disappears, the obstetrician-gynecologist finds himself serving more and more often as the "primary physician" for his own patients. This increases his workload enormously. If he is to give excellent medical care to those needing his special skill, the program of care of women must be redefined and redesigned.

The obstetrician-gynecologist spends a large part of each day providing services which might appropriately be delegated to trained non-physician associates. Outstanding examples of important areas in which such associates could perform as well as or better than a physician, include dietary and general health instructions, routine prenatal care, management of normal labor, contraceptive counseling and discussion of many of the family and health problems which are certain to arise during pregnancy and in succeeding years. If the obstetrician were relieved of many of these important but time-consuming responsibilities, he could offer his services to more women.

A non-physician associate, a nurse trained specifically for her job, might be the first professional person who meets a new prenatal patient in the office. She could take a basic medical history and collect the necessary blood samples after which the patient would be seen by the physician. Although a detailed history can be obtained by the associate, it is important that the physician also interview the patient in order that he may gain some indication of her as a person and of her reactions to reproduction in general and specifically to the present pregnancy. The associate would then assist the physician with the physical examination after which both would share in outlining the program for her care. The physician and his associate might see the patient together at her next visit, after which she would see the associate most of the time and the doctor occasionally as long as the pregnancy progressed normally. If a problem arose or were anticipated, the physician, naturally, would be consulted.

One obvious advantage of such a program is that the nonphysician associates would have more time than does the physician to discuss some aspects of pregnancy which are never considered and to answer questions which patients hesitate to bring up with the doctor. Of at least equal importance is that if the obstetrician-gynecologist were relieved of this part of his practice, he could devote much more time to patients with serious problems. Associates, preferably the same ones who see a patient during the prenatal period, could be with her during labor, be responsible for her care, calling the physician if an abnormality is anticipated or when delivery is near. This practice would serve two important purposes. A skilled attendant, whom the patient knows, would be with her constantly and the doctor would be freed to continue his other professional activities. The job of the associate could be part-time.

There are almost no facilities at present for training nonphysician obstetric associates, but they must be developed. Most of the services these individuals will provide are medical rather than nursing; consequently it seems important that the courses be established in departments of obstetrics-gynecology in teaching hospitals. It seems logical that the educational program be a combined one with staff members of the department of obstetrics-gynecology of the hospital and of the nursing school participating in both planning and teaching.

Coombs: For many people, population planning has come to be synonymous with family planning, and this is the sense in which the words are being used by most of the panel members today. There are differences in scope and emphasis, however, which have consequences for the kinds of career opportunities available, so perhaps I should explain at the outset how the field of population study, i.e., demography, differs from that of the more familiar family planning. Demography is concerned with the dynamics of population structure and composition, with its movement and special distribution, and with its growth through variations in fertility, mortality, and migration. A major emphasis is on the social context in which these phenomena occur and how they, in turn, affect society. Thus several aspects of population study are germane to any social planning (for example, plans for urban development), or social action program, as well as to the broad areas of population policy and population control.

Family planning, or population planning as it is often called, is concerned chiefly with fertility as a factor in population growth, and more specifically with one aspect of fertility, namely contraception or birth control. The fields obviously overlap and dovetail, but usually the emphasis is different. In family planning, the focus is on the operation of programs for more effective family size control, and on direct services to people in need of birth control help or information. In population study (if we limit our attention for the moment to fertility and family planning programs), the emphasis is rather on the dynamics of changes in fertility and on the impact various programs have on fertility, rather than on the operation of the program itself. Consequently, there are somewhat different roles to be carried out, different jobs to be done, and different skill and training needed.

In the past decade there has been a rapid growth in the broad study of population, with the number of demographic centers in this country increasing from about six to more than twenty. This expanding field offers many opportunities to women, particularly as there appears to be little prejudice against employing women in a wide variety of jobs with major responsibility. Let me mention some of the roles that exist or are developing for women, and indicate briefly the training or avenues of entry for these jobs.

In the academic world, the great expansion of courses in population for under-graduates has increased the number of teaching opportunities, and women as well as men teachers are in demand. For many posts, a Ph.D. is either desirable or necessary. For others, particularly in the expanding number of junior colleges, an M.A. is acceptable. Aside from teaching, universities offer many opportunities for research assistants or associates. Advanced degrees are not always needed, and a considerable amount of on-the-job training is available. There are opportunities to work on a wide variety of research projects concerned either directly or indirectly with population problems or planning, or with population as a basic factor in other areas of social planning and action. Many studies, both in the U.S. and abroad, involve field surveys and provide opportunities for women with a variety of skills.

Involvement with such projects is not limited to the academic setting. All levels of government need persons with knowledge about population structure and change and the ability to apply this background to programs of governmental concern. Many requests for such personnel come to our office, for instance, from Washington or Lansing, and frequently an A.B. with one or two courses in population or statistics meets the requirements. Although extensive knowledge of statistics is not essential, I think any woman thinking of this field should be comfortable working with figures. More statistical background, of course, would qualify her for greater advancement in some jobs.

Private agencies also increasingly need demographers, both for planning and for program evaluation. To cite an example, Planned Parenthood is soon joining with other agencies in pooling, through computer processing, data about clients and their use of contraceptive services. But someone must help decide what information is most pertinent, how it should be processed, and how to interpret it so as to be useful to the program. A woman with an interest in population planning programs, with some knowledge of the techniques of data collection and interpretation, would find a useful and rewarding role in such work. In fact, here is a spot where a volunteer could expand her abilities and create a new kind of job opportunity which could develop into a useful and interesting paid position. The services of a "population consultant" are needed by many agencies.

No discussion of new career opportunities in the field of population should neglect the computer. There are many levels of computer work today. Some are fairly routine processing jobs requiring relatively little training; others demand extensive knowledge of mathematics and statistics. Computer work between these two extremes, however, is greatly in demand and offers the most interesting opportunities for women. If some substantive knowledge of the field, for example a course or two in population, is added to the computer skills, the value of the person to the research project is that much greater and opportunities expand. In-service training programs for developing computer skills, and combined research and computer jobs offer interesting possibilities.

Computers also have created another type of job opportunity. The current mass of computer information has created an expanding role for persons who can interpret it and make it available to agencies and persons who need such data. To cite an example for someone with background in demography, insurance companies are now hiring women to interpret to businessmen and the general public the meaning of the facts and figures available through their computer data processing. These women also reverse this channel of communication by finding out the kinds of information needed by others which their firms can supply.

Another role, and one just beginning to be recognized, is for an intermediary between the public and the impersonal computer processes. Call it kind of glorified "trouble shooting" if you wish, but the growing need to "put people back into the system" offers a real challenge. These new roles require some knowledge of computer systems and agency or business processes, but primarily they require someone perceptive of needs and skilled in communication.

Higgins: As a physician-epidemiologist, I am particularly interested in the health aspects of population planning. I will begin by telling you in a general way what epidemiology is and then I will describe its relationship to population planning in greater detail. Epidemiology is the study of the frequency and distribution of health and disease, and of the factors which influence this. Traditionally epidemiologists have been interested in finding out how much and what kinds of disease are present in the community, and in knowing the extent to which different segments of the population are involved. These measurements are interesting in themselves, but the major purpose is to relate them to personal and environmental characteristics in an attempt to discover why some people develop disease and others remain healthy. Such information is obviously necessary before measures to prevent disease or promote health can be suggested. In the past, epidemiologists were preoccupied with infectious diseases, but more recently attention has been directed towards chronic conditions such as coronary heart disease, lung cancer and stroke, and even more recently to fertility and other aspects of reproductive performance which are relevant to population planning.

It is well known that fertility and the outcome of pregnancy are affected by certain maternal illnesses, and also that pregnancy and childbirth can affect maternal health. Methods of fertility control may have an effect on the health of the user, or possibly if they fail, on the health of the offspring. The aspects of reproductive performance which are most germane to this topic include the numbers of pregnancies, abortions, premature and full term live and still births which a woman has had, and the intervals between these events. Characteristics of the mother such as her age, marital and socio-economic status at the time of the pregnancy also have an important bearing on the outcome, both for the woman and for the child. Multiparity (the condition of having given birth many times) is of obvious importance to those concerned with the size of the world's population; it is also important to those concerned with the quality of maternal and child health. Examples of the hazards of multiparity include increased maternal mortality and morbidity from complications of pregnancy and also from conditions like diabetes and hypertension, higher fetal and infant death rates, increased frequency of prematurity and of illness during early childhood. Very short and very long intervals between pregnancies are both associated with a higher risk of death for the fetus and infant than are intervals of intermediate length. Babies of very young and very old mothers, of unmarried mothers and of poor mothers all do relatively badly. At the present time, we can identify vulnerable groups of women and babies and make certain recommendations; for example, that pregnancy be postponed until after teenage, that women pregnant for the first time and especially older women have expert obstetric care, that intervals between pregnancies be neither very short nor very long, that the total number of pregnancies be small.

As everyone knows from the lay press, there is concern about possible harmful effects of certain methods of birth control. The pill, the intrauterine device and induced abortion are all known to carry some risk for some women, but of course, this has to be considered in relation to the risk of pregnancy, alternative methods of birth control, and so on.

Although some information is available about the subjects I have touched on, it is far from adequate and much more research is needed in all these areas. I should also like to mention the need for research into the working of family planning services. This includes measures of availability and use of birth control services in relation to need, studies of knowledge, attitude and practice of methods of birth control (known as K.A.P. surveys) and evaluation of services both operational and in terms of achievement. There are opportunities for interesting and useful careers for people with a variety of backgrounds in all these aspects of population planning.

Oakley: I am a person new to the field of family and population planning and am currently in the congenial role of student.

The woman returning to work or to continue her education is affected by a variety of considerations and constraints. Careful thought and counseling that leads to clear definition of the problems and goals involved are immensely helpful. Some women may feel, as I do, that it is necessary to seek training in a variety of skills within one's chosen field. In our mobile society, husbands may relocate and professionally-oriented wives may benefit from having a flexibility of skills. Family responsibilities change and allow more or less time for outside interests.

In preparation for today's meeting, I developed a brief questionnaire which women members of one of our classes in the School of Public Health very kindly filled out. All of us are working toward a Master's Degree in Population Planning. The results showed the variety of backgrounds and interests that are compatible with continued education in this field. Previous jobs ranged from Peace Corps to research, from college teaching to nursing. I myself had been involved in thoroughly non public health aspects of political science.

Women came to the University Population Planning program from all over the world. About one-half had only general ideas about the working situations they hoped would follow their study programs; several clarified or changed their goals after learning more about the field. These comments point out the perennially helpful nature of knowledge in defining one's expectations.

Perhaps you would be interested, even encouraged, to know the reactions that typify the women who have been studying from three to nine months in the Population Planning program. One, who is by no means typical of a college student in age, wrote: "Learning continues to be exhilarating—perhaps now more so than when I was young." Another said, "I would recommend that any woman with a small child should be optimistic about returning to school."

Would one have more direct contact with people in the population planning rather than in population studies?

Coombs: Yes, if you are thinking of contact in a direct service capacity. Family planning provides an action program service to individuals. The Population Studies program does not involve contact with people in quite the same way. It is research oriented and contact is through interviewing samples of the population for demographic purposes, not in giving direct service to individuals.

If the state law regarding family planning is liberalized, do you anticipate an increase in jobs for teachers?

Eliot: The present law permits the teaching of sex education in public schools but not the giving of information about contraceptives. More teachers will be needed as more schools actually provide sex education. In the Ann Arbor school system one person devotes half-time to this area. There also is a need for more population research people in the school systems.

Will there be a Master's degree program in Population Planning?

Eliot: There is a Master's degree program in the School of Public Health with a specialization in family planning. Joint programs are possible in public health nursing, and health education.

Willson: It is possible to take both a Master's and a Doctor's degree in Population Planning.

Do you expect that the professional associates in gynecology that you talked about, Dr. Willson, will be nurses?

Willson: Yes, probably. Retired physicians might also be available or women M.D.'s who had been out of the profession for some time and wished to return part-time.

Eliot: Motivations for controlling family size are, of course, personal, but they can be influenced by information on the consequences of rapid population growth and by knowing how to practice birth control. Part of the answer lies in making such information available regularly through the mass media and through the schools before students have reached the age of puberty.

When no satisfactory contraceptive is available, what can be done to control family size?

Willson: The only alternative is sterilization.

May social workers suggest sterilization to a client?

Willson: Although certain restrictions are placed on agencies, there are ways of making such a suggestion. There is an Association for Voluntary Sterilization which will pay expenses for surgery if that is necessary.

Are writers needed to disseminate information on this subject and is any special training required?

Eliot: Yes, writers are needed. The University of North Carolina's School of Public Health is interested in communication in this field. The whole field needs people of various talents to work as professional and lay persons.

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BACKGROUND INFORMATION

Although the "population explosion" presents a global crisis, measures to alleviate the situation must be put into operation at the local community or neighborhood level. In the vanguard of the population control movement, the 150 affiliates of Planned Parenthood Federation of America, Inc. offer a variety of jobs, many on a part-time basis. There are eight affiliates in Michigan, located in Detroit, Flint, Grand Rapids, Saginaw, Kalamazoo, Muskegon, Petoskey and Monroe.

As the activities of these local units expand, the need increases for directors with professional training as well as executive ability and administrative skill. Within family planning clinics, medical personnel predominate. Here is a place for women physicians, for nurses, particularly those with public health training, and nurse aides. Along with the medical staff, there is a need for social workers and people with a background in health education. In all these catergories, part-time jobs are generally available because a clinic is generally open only for particular hours of a day or evening.

Another new trend in Planned Parenthood affiliates is toward the use of sub-professionals who could take over and consolidate many of the tasks now performed by a corps of volunteers. Some of these tasks are: giving speeches, serving as receptionists, handling large mailing projects and publicity, distributing pamphlets to agencies and group meetings, making posters and signs, reading and reporting on pertinent current literature, typing, and assisting in fund-raising. To a large extent, the addition of paid sub-professionals to a staff depends on the financial resources of the individual Planned Parenthood affiliate.

Planned Parenthood-World Population is establishing a central registry for the exchange of information and applications for positions in various affiliates. Consequently, a person who gains experience in one geographical area may become associated with another affiliate if she changes residence. More affiliate groups in the state would provide new career opportunities in local communities.

The advent of federal and state government support for family planning will further increase the number of jobs in this field. The President has requested $56 million for the 1969 fiscal year, double the amount in the current year's budget. Government aid has been distributed through OEO grants to Planned Parenthood affiliates, who contribute a share of their own funds. Through this channel, low-income families can now receive assistance in planning or restricting the size of their families. The effort to reach low-income groups has created a new job classification, the Neighborhood Aide, who contacts neighbors to inform them of the available family planning services. Training of Neighborhood Aides is an additional new type of activity in the population planning field.

Under the new legislation, many government agencies are involved in providing family planning service. Welfare workers now have the responsibility of bringing these services to the attention of their clients. The network of referrals includes such agencies as Aid to Dependent Children, Aid to the Blind, etc. At the local level in Washtenaw County, concern for unmarried mothers has led to cooperative efforts of volunteers working for the Juvenile Court, visiting teachers in Ypsilanti, and University Hospital staff. Growing alarm over population increase has added a new dimension to the jobs performed by workers in many social welfare and medical agencies.

Interest in population control and family planning may create a new role for women in private medical practice, particularly as the concept of group practice is expanded. The new job might be that of an associate to an obstetrician-gynecologist. Responsibilities of this job would include contraceptive counseling, as well as instructions for routine pre-natal care, and discussion of general family health problems. Training for this new role would require a new educational program combining courses offered in schools of medicine and nursing.

Schools are beginning to offer courses in family planning and sex education which will create a demand for teachers with special training.

In every community, population information is essential. It has a bearing on the development of residential subdivisions, introduction of new industry, location of new schools, and planning for public services, such as telephone and electric lines and additional roads and streets.

Reviewing the critical data of population change is a research field which has already attracted women with a background in the social sciences. One of the research functions performed is the evaluation of population control and family planning programs. Some of the country's most distinguished demographers in both universities and government agencies are women. Training in a university program can lead to administrative as well as research positions.

The Population Studies Center at The University of Michigan was organized in 1961 to facilitate the research and training program previously carried on by the Department of Sociology. Most of the trainees have an academic background in sociology, economics or social psychology. These students are trained in the techniques of demographic analysis through serving as "apprentices." One of the newer techniques developed has been in the estimation of population for local areas. Studies at this Center have dealt with the characteristics of urban population, migration, social and economic conditions, and methods for projecting future population density and distribution.

Working closely with the Population Studies Center in their related projects, The Center for Population Planning in the School of Public Health prepares students for administrative, teaching, consultant careers in population planning on a world-wide basis.

Along with field work in other parts of the United States and many foreign countries, the Center has a program in metropolitan Detroit. Staff members are working with health and welfare departments, hospitals, physicians, voluntary agencies, and groups of citizens in establishing and evaluating programs of family planning available to the entire population of metropolitan Detroit.

Aside from top professional level training, demographic and population planning projects call for workers who have skills used in all social science fields. Among these skills are in-home interviewing, telephone interviewing, statistical analysis and electronic computation.

NEW CAREERS IN URBAN AND REGIONAL PLANNING
(Workshop 5)

Chairman:	William D. Drake, Executive Secretary of the University Committee for Urban and Regional Planning, Associate Professor of Natural Resources, Associate Professor of Planning and Associate Research Engineer, Institute of Science and Technology, The University of Michigan
Panel Members:	Gerald Crane, Professor of Architecture, The University of Michigan Donald N. Michael, Professor of Psychology, Project Director, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan Meredith Spencer, Graduate Student in Urban and Regional Planning, The University of Michigan William B. Stapp, Associate Professor of Conservation, The University of Michigan
Recorders:	Mary Fitts Marjorie Wheeler
Staff:	Helen Hornbeck Tanner

Crane: The planning profession is a post World War II development, a reflection of increasing interest in urban planning. This new field, one of the most rapidly growing professions in the country, is exciting because it is a profession without traditional constraints for people who like new ideas. As defined by the American Institute of Planners, an associate member needs a bachelor's degree in planning or a "related field" and two years experience in a planning office. A full member needs six years of credit, which can be a combination of practical experience and education. A PhD degree, for example, is equivalent to two years of experience.

Within the past few years, the American Institute of Planners has gone through an agonizing reappraisal of the profession, with the ultimate decision to administer oral examinations to new members. (Old members are taken in under a "grandfather clause" without examination.) Michigan is one of two states requiring licenses for planners, with examinations administered by a state board. Consequently, in Michigan a full-fledged planner must pass two hurdles, state board exams and national institute exams. With the accumulation of rules and regulations, the profession may tend to lose its flexibility.

As a career, urban planning is wide open; it can be entered from any other profession. At present, it is male-dominated because the professions that first fed into it were traditionally male professions, but there are no specific barriers. Although architecture and landscape architecture were the first disciplines involved in planning, it is now inter-disciplinary, drawing from sociology, engineering, psychology, law and other professions.

Stapp: I would like to emphasize the need for citizens to play a more active role in the planning process. Women have been very active in influencing sound policy in the Ann Arbor area. It is important to remember that in the conduct of public affairs in a democracy, it is the responsibility of representative government to reflect and implement the desires and aspirations of the citizens it serves. Likewise, it is the responsibility of the citizens to make known their desires and aspirations to their elected and appointed governmental officials.

At the professional level, the County Planning Department has women on its staff, but at present there are no women among the nine members of the City Planning Commission. CAAP (Citizens

Association for Area Planning), formed in Ann Arbor in 1965, is an excellent example of the important work women can do to promote environmental planning. This organization coordinates groups, improves communication among the people in the community, and serves as a sounding board between the citizens and the decision-makers, particularly the City Council. CAAP is composed of an Executive Board with two women, a woman Executive Secretary, and women serving as chairmen of four of six working committees.

Chief concerns of CAAP have been a sign ordinance, the preservation of open space in populated areas, a general development plan for the city, and transportation problems. Amid considerable controversy, the sign ordinance committee has endeavored to frame legislation that would protect both beauty and business. The committee for open space hopes to establish an "Environmental Interpretive Center" which is more than just a nature center. This project would include work with youth to sensitize the "decision-makers of the future" at an early age to the importance of understanding their total environment. It also would focus on adult education.

The transportation committee began a study of transportation problems of the city, beginning with the "Ann Arbor Thoroughfare Plan." This plan was devised to enable people to circulate in the community without causing traffic congestion. Two important features of the thoroughfare plan are the parkways, or circular routes, to get around the edge of the town without going through the center; and the penetrator routes, designed to connect the freeways with major points of interest in the community: the main campus, north campus, medical center, athletic complex, and the central business district. Mass transportation is another problem that will require intensive study and work. The CAAP committee serves by asking informed questions to the right people at the right time and by improving the communication between citizens and policy makers.

Michael: In the planning field, there will be roles and tasks that do not exist now; and both full and part-time jobs for professionals and non-professionals. We are dealing with issues that are both important and complex, and we still need to discover methods of dealing with the complexities. For example, given the complexity of almost all urban issues, how will you–and how will the planners–know where your interests are? The social technology is just now being developed that will link planners to the rest of the community; and also establish links between different parts of the community. This includes the invention of new roles.

Among the most important roles is the *facilitating* role that makes it possible to utilize knowledge. This category includes the job of running an effective work group or work conference. This is a critical role, for not everyone can do this well and many group activities are unproductive because of unskilled leadership. The techniques can be learned by many, if not all, for whom this role has appeal.

Another job is that of *information abstractor.* This job requires reading reports and studying data in order to remove the redundancy from newly accumulated knowledge in any field. Even the professional finds out many things just by accident. We need people who know where to go for information, and how to organize, integrate, synthesize knowledge, and can gather together strands of information from many sources so it is quickly and usefully available to others.

Then, there is a whole set of "bridging" activities. These are more than just goodwill jobs. They require extensive inter-personal skills. These activities are needed so groups can deal with each other more effectively and can attain mutual understanding. Examples of bridging activities are the Peace Corps member and neighborhood worker in a poverty program. It is the job of the mediator, definer, the interpreter, who uses information to translate and interpret the consequences of a proposal or a decision. Such bridging activities should take place between the powerful and not powerful, the knowledgeable and unknowledgeable, the neighborhood and downtown communities, blacks and whites, young and old, ethnic groups and middle class, affluent and poor.

The decisions that are made and reconciliations and compromises that occur are only as good as the exchange of knowledge permits understanding. We are appallingly incompetent in doing these things. Many groups don't know their own needs, or what resources are available to them. The people in formal planning and political groups have vested interests, and cannot do many things. You can all acquire, at your own rate, knowledge and special skills for such inter-personal bridging roles.

Spencer: I have been asked to explain how I came to be in the field of urban and regional planning. I began as a math major in the honors program, then became curious about the social and biological sciences. In the second semester, I switched to the study of psychology and zoology and English. I decided that people in psychology were terrible mathematicians, and I was frustrated by the narrowness of math. So I changed to a major in social philosophy and during the summer did social work and became terribly disillusioned. It was clear to me that public administrators controlled the situation.

Ultimately, I enrolled in public administration, and law also seemed attractive because I thought I could help poor people through legal assistance. Then I discovered that legal aid clinics are already in existence to aid the underprivileged. My field work in public administration was with a campus planning agency, working on urban renewal in the heart of Cleveland. On the basis of this experience, I decided that a woman was a political liability in public administration so I decided to get a master's degree in industrial engineering and work on this approach to social problems. Now, with this diverse but valuable background, I enrolled three months ago in the doctoral program in urban and regional planning. I can still take an industrial engineering degree, however. I would like to have government experience, but I may be influenced by the attitude toward women of the male professionals with whom I work.

My advice is to be flexible and learn to exploit the University. Ask people around the campus, particularly graduate students, about their fields and about their professors. The professors are more important than the course content.

Drake: The University of Michigan has three graduate programs in planning, with two master's programs. The master's degree in city planning is given in the College of Architecture and Design, in the new Department of Urban Planning. The master's in regional planning is offered in the School of Natural Resources. The doctoral program in urban and regional planning is highly interdisciplinary. Applicants must have a competence in five core subject areas: environmental design and resource appraisal, analytic tools for urban and regional analysis, social group interaction processes, economic development of urban and regional areas, and government planning processes. The requirements for entry into any graduate program may sound formidable, but actually, you should not worry much about prerequisites.

By the time information is published, it is at least partly obsolete. You can't get the feeling for a program or for the admission requirements until you talk to someone. In planning, varied backgrounds are desirable and the Program Committee will tailor course work to fit the individual student. The Committee is looking for bright, forward-looking innovative students. Once admitted, you can hunt around for the course you want. One of the best ways of initiating a dialogue with the University, without making a formal commitment to a particular degree, is to become a special student, which is a license to hunt, and you can take courses in various schools outside of specific programs.

I have been a member of the Birmingham Planning Commission, and I wonder if two years on a city planning board would be equivalent to two years in a planning office.

Crane: Since it is not full-time professional experience, this would not fulfill the requirement.

What about a degree in Urban Design?

Crane: This department is initiating such a program, but many schools don't. It is a twilight area, and you can't do much with the degree because you can't go into either planning or architecture, or landscape architecture. The Department of Planning intends to make urban design a major component of its new program.

Michael: You may not need to be a member of the AIP (American Institute of Planning); you can work in consulting.

Spencer: You know, the term "landscape architecture" is really a misnomer.

Crane: The current vogue is scientific rather than artistic; no one is just an architect of any kind any more. There are relatively few "pure" planners–most have come from (or remain in) related disciplines.

What are the requirements for getting into your school?

Crane: It is our intention to be flexible. At present, we have a two-year program. The first year is highly structured, with only one elective. In the second year, the student follows his own course of interest under faculty guidance. The specific details of these programs have yet to be worked out. I would suggest that a prospective student come in and talk with the department faculty. Background and experience will, of course, be taken into consideration.

I'd like to get a PhD, but I have two children to support and no subsidy of any kind, yet I think I have a great deal to offer. I have a varied background in psychology and anthropology and am working in a population planning office. Are there any fellowships adequate enough so that people like me can go back to school?

Drake: No, fellowships don't provide that kind of support. Fellowships are not adequate, especially in these new programs. There are no conventional scholarship aid programs for a woman totally responsible for her own support. There are, however, several other routes: to get hired as faculty, then take courses; or have an outside job and take courses on a part-time basis. This is a very tough way to get a doctor's degree. Later in your program, it is often possible to find a dissertation topic that will support your work. For example, the Environmental Simulation Laboratory has recently been established where students will receive a living wage for work that is essentially part of their graduate training.

Are most planners employed publicly or privately? Where are the majority of jobs?

Crane: The greatest number are in government–federal, state and local, and it will probably stay this way. There are private planning offices, however, and planners are being hired by large firms such as engineering firms. For example, General Motors has a planning department.

How can a non-professional gain the knowledge, information, and skills you mentioned? Are there specific courses?

Michael: You can learn about group processes or inner-city life without taking a degree, just by taking courses dealing with cities, or youth, etc. You can also learn outside the University. The National Training Laboratory has six or eight week courses in group processes. There are also correspondence and extension courses. The University of Chicago has extension courses on such subjects as systems analysis or operations analysis, and pollution. Tapes and films can be requested by informally organized groups interested in learning about any given topic. You can get a group together and request a course from the Extension Service. I'm sure the Center for Continuing Education of Women is very willing to help a group set up a desired course.

Really, you are in a position to "blackmail" us. We are concerned about what happens and feel a moral obligation to take seriously your interest in becoming involved in planning. The best approach to planning is to think about everything and anything that has to do with people, rather than the past method of thinking about buildings and streets and concrete.

Are there professional journals for people to read who want to find out about regional planning?

Crane: Here we come to an example of the problem of the information explosion. Those that deal most directly with plannine are the *Journal of the American Institute of Planners* and Doxiades' magazine, *Ekistics.* Two British publications are the *Town Planning Institute Journal,* and the *Town and Country Planning Quarterly.* Then there are newsletters of the Urban Land Institute and the American Society of Planning Officials.

Drake: I'd include the publication of the Institute of Management, and the *Public Opinion Quarterly,* and *Architectural Forum.*

Michael: I would suggest congressional testimony as a source of information, and journals of disciplines that have broadened their coverage–*Transaction,* and *Science,* and the *Public Administration Quarterly.*

Spencer: There is no single source to consult for up-to-date developments in planning. The social science and design people have not gotten together.

In planning a curriculum, to what extent do you go to adjunct professors, visiting staff, or call on city, regional and private planning agencies to see what they need?

Crane: What is taught in the school must reflect the outside need. The more practical program is at the master's level; the PhD program is more research oriented. An urban university has an advantage. At Wayne, for example, there are three full and seven part-time people, and many of the students are already planning directors. Cornell University set up a center in New York City for planning. Actually, planning as a field is coming to The University of Michigan rather late in the day.

Drake: Of the fourteen faculty involved in our program, only three members are of AIP. Many professors are actually working in outside fields. We also draw on men in other departments, and on visitors, and we use people working on bit-city problems. Detroit is a rich source of assistance. In planning a doctoral program we are faced with the problem of "How do you tailor a program to meet the needs of the future?" as opposed to "How do you respond to a profession as it exists now?" We don't know what the effect of the State Board exams will be on the course structure. It is characteristic of planning that often the current system doesn't fit what you want to do, so you have to start with changing the system in which you work.

Michael: We are "planning a planning program."

* * * *

BACKGROUND INFORMATION

The urban crisis, dramatized by the events of the past two summers, has presented at least three significant challenges to traditional city planning: (1) it is forcing our society to re-examine the relationship between man and his environment; (2) it is demanding redefinition of the term "environment" itself to include social as well as physical factors; (3) it is pressuring us to re-evaluate the proper role of planning in our society. As a result of this process of societal self-confrontation, new career opportunities are beginning to emerge, but many of these opportunities are at present more hypothesis than fact. Hence the woman interested in environmental planning must expect to participate in the formulation and definition of her own professional niche.

At The University of Michigan a new interdepartmental doctoral program in Urban and Regional Planning has just been launched. Its curriculum reflects the shift in emphasis in city planning from mapping out physical land uses to analyzing, organizing, and integrating the physical and social components of the urban system. On the steering committee for the program are representatives of the following fields: resource planning and conservation, economics, architecture, landscape architecture, political science, psychology, sociology, industrial engineering, civil engineering, law, education, environmental health, and geography. Not surprisingly, specialists from these areas may be expected to be important members of the planning team of the future. Educational level demanded will vary with the situation.

Of critical importance to the new planning process will be information specialists of varying backgrounds and educational levels: field interviewers, library researchers, computer programmers, interpreters of the implications of data that is being amassed in huge urban data banks. In addition to a need for information processors, there will be a need for women skilled in *communicating* information to serve as liaison within their own communities and between communities. The liaison function is an especially important one if planning is to be moved from a peripheral to a central role in our society, and one especially well suited to women because of their greater access to certain institutions such as the family, the PTA, the school board, and many social agencies. We also may see the emergence of the community planning agent or community educator, a variation of the agricultural agent of the Thirties. Information exchange among members of a single metropolitan area and between metropolitan areas will demand the talents of writers, artists, and speakers.

Doctors, lawyers, and educators are currently groping to find new ways to affect the environment of the ghetto (including community based legal aid and medical centers) and will probably be increasingly integrated into the planning process. New specialists in the fields of housing, recreation, the family, and the aged are also beginning to emerge.

Probably the greatest demand for the professionals mentioned previously will be provided by government, nonprofit organizations (including universities) and private consulting firms. However, large private industry, which is becoming increasingly aware of its social obligations, will undoubtedly also employ environmental specialists.

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Community Mental Health, Individual Adjustment or Social Planning Symposium of Ninth Inter-American Congress of Psychology, December 1964. 50¢ Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

Community Relations Service *How to Turn Talk Into Action: A Guide to an Effective Human Relations Commission* U.S. Dept. of Commerce, Washington, D.C. 20230. Free.

Examination of War on Poverty Hearings before Subcommittee on Employment, Manpower and Poverty, 90th Congress, 1st Session on S 1545 and related bills. *Hunger and Malnutrition in America* Hearings before the same Subcommittee, July 1967. Available free from Labor & Public Welfare Committee, U.S. Senate, Washington, D.C. 20510.

Feller, Dan *Adult Education in Program Implementation* in "Adult Leadership" Vol. 14, May 1965:11-12;40. Case Study showing how the citizens of a community can be mobilized to help public and private agencies.

Mendes, Richard H. P. *Bibliography on Community Organization* 1965, 98 p. 50¢ Supt. of Documents, U.S. Gov't Printing Office, Washington, D.C. 20402.

National Institute of Mental Health *Consultation and Education* 1966, 31 p. Free. *Emergency Services* 1966, 16 p. Free. *Partial Hospitalization* 1966, 18 p. Free.

Office of Juvenile Delinquency and Youth Development *New Approaches: Prevention and Control of Juvenile Delinquency* Welfare Administration, U.S. Dept. of Health, Education, & Welfare, Washington, D.C. 20201.

——. *Project Innovation,* Seeking New Answers to the Prevention and Control of Juvenile Delinquency 16 p. Free. Welfare Administration, U.S. Dept. of Health, Education, & Welfare, Washington, D.C. 20201.

——. *Summaries of Training Projects* 1967, 75 p. Free. Welfare Administration, U.S. Dept. of Health, Education, & Welfare, Washington, D.C. 20201.

O'Malley, James J. (ed.) *Proceedings of the Fifth Annual Governor's Conference on Aging* 1966, 75 p. Free. New York State Executive Dept., Office for the Aging, 11 N. Pearl St., Albany, N.Y. 12207.

Recreation Leadership as a Career 1965, 24 p. 95¢ Institute for Research, 537 S. Dearborn St., Chicago 60605.

The Revolution in Social Work, the New Non-Professional 1965, 7 p. In: Occupational Outlook Quarterly, Feb. 1965. Bureau of Labor Statistics, U.S. Dept. of Labor, Washington, D.C. 20210.

Urban America and the Planning of Mental Health Services Symposium of Group for the Advancement of Psychiatry, Nov. 1963, 516 p. $1.50. Group for the Advancement of Psychiatry, 104 E. 25 St., New York, N.Y. 10010.

Welfare Administration *Opportunities for Volunteers in Public Welfare Departments* (532 A 1) 1967, 17 p. 15¢ Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

——. *Community Planning for Health, Education, and Welfare, An Annotated Bibliography* 1967, 57 p. 25¢ U.S. Dept. of Health, Education, & Welfare, Washington, D.C. 20201.

Women in the War on Poverty 68 p. Proceedings of a conference convened by the Office of National Councils & Organizations and the Office of Economic Opportunity May 8, 1967 to link

the private sector with the government and obtain the broadest possible involvement of private organizations and individual citizens in the war on poverty. Available from the Office of Economic Opportunity, Washington, D.C. 20506.

Some of the references under the sections of Population Planning, Urban and Regional Planning, and Education are also pertinent to this field.

WORKSHOP 3 – EDUCATION

Ashton-Warner, Sylvia *Teacher* N. Y., Simon and Schuster, 1963, 224 p. Defines the attitude of the teacher necessary for her creative approach to teaching the young child and demonstrates her own use of it in detail.

Bowman, Garda W. and Gordon Klopf *New Careers and Roles in the American School* Bank Street College of Education, 103 E. 125th St., New York, N.Y., 1967, 232 p. The educational manpower shortage is a barrier to change in this field, but federal funds are enabling the creation of new roles and additional specialists.

Conant, James C. *Slum and Suburbs* N.Y., McGraw-Hill, 1961. Problems facing the secondary schools in the wealthy suburbs as contrasted with those in city slum areas.

Deutsch, Martin and others *The Disadvantaged Child: Studies of the Social Environment and the Learning Process* N.Y., Basic Books Inc., 1967. A collection of papers dealing with the social environment for learning, including the psychological aspects, the cognitive and language factors, and the role of the schools in problems of integration and social class in the education of disadvantaged children.

Erlich, John and Betty Deshler *A New Agent of Change in the School Community* In: Columbia University's Teachers College "Record", March 1968. Describes the development and operation of the Community Agent job in Detroit, where 45

Community Agents are employed. The major objective is the building of a series of meaningful links between school and community. Other cities in Michigan employing Community Agents are Saginaw, Lansing, Ypsilanti, and Ann Arbor.

Holt, John *How Children Fail* N.Y., Dell Publishing Co., 1965, 181 p. Our children are failing in our schools at an alarming rate. Even children who achieve enviable grades are failing to learn much of what we hope to teach them: abstraction, curiosity, and appreciation. The author turns the learning situation into a process of mutual discovery, interaction, and exploration of the self as well as of the subject matter. An analysis of how schools fail.

Janowitz, Gayle *Helping Hands, Volunteer Work in Education* University of Chicago Press, 1965.

Kohl, Herbert R. *Teaching the Unteachable* 1967, 64 p. $1.00. The New York Review, 250 W. 57 St., New York, N.Y. 10019. Story of an experiment in children's writing in a class of 36 remote, resistant children in a Harlem sixth grade. A student will be concerned with his own use of language only when he can say what he wants to and address an audience he can trust. Contains samples of the writings of his students.

Planning for Sex Education 1968, 20 p. Published by State Board of Education & State Dept. of Public Health, Lansing, Mich. The uncertainty about appropriate techniques by many educators and health workers in the field of sex education has prompted the publication of these three speeches. They are designed to assist lay citizens as well as teachers and administrators in planning a curriculum for the public school system.

Sex Education U.S.A. Harcourt Brace, 1968, 22 p. $1.00. A number of talks by experts including Mary Calderone, assembled by Guidance Associates for parents and educators.

Sleisenger, Lenore *Guidebook for the Volunteer Reading Teacher* Teachers College Press, Teachers College, Columbia University, 1965 (paperback).

Sumption, Merle R. and Yvonne Engstrom *School-Community Relations: A New Approach* N.Y., McGraw-Hill, 1966, 238 p. Basic approach is that of lay citizens participation in education and the use of many and varied competencies represented in the communities to improve current educational policies and practices.

Bitter, James A. *The Training Counselor: An Emerging Professional* In: "Vocational Guidance Quarterly", June 1967, pp. 294-6.

Duncan, B. *Dropouts and the Unemployed* In: "Journal of Political Economy", 1965. Reprint available from Population Studies Center, The University of Michigan, 1225 S. University Ave., Ann Arbor, Mich. 48104.

Educational Requirements for Teachers of Exceptional Children Dept. of Education, Lansing, Mich.

Lorge, Irving and others *Adult Learning* 1965, 43 p. $1.00. Adult Education Assn., 1225 19th St., Washington, D.C. 20036.

Morse, William *The Crisis Teacher or Helping Teacher in the Public School: Theory and Practice* 1966, 19 p. (mimeographed), Special Education Committee, The University of Michigan School of Education, Ann Arbor, Mich. 48104.

Occupations in the Care and Rehabilitation of the Mentally Retarded 1966, 76 p. 35¢ Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

Partnership Teaching Program Free material available from The Women's Educational and Industrial Union of Boston, 264 Boylston St., Boston 02116.

Teacher Stretchers – Home-Visiting Aides In: "American Education", July 1967. Office of Education, 400 Maryland Ave. SW, Washington, D.C. 20202.

Teachers of Children Who Are Deaf Bulletin 1955 #6
Teachers of Children Who Are Hard of Hearing Bulletin 1959 #24, 35¢, each. Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402

Teaching and Vocational Rehabilitation of the Physically Handicapped 1958, 24 p. 95¢ Institute for Research, 537 S. Dearborn St., Chicago 60605.

Wanted – More Women in Education Leadership 1965, 28 p. $1.50. National Education Assn., 1201 16th St., NW, Washington, D.C. 20036.

For materials on teaching the adult illiterate, write to Adult Education Branch, Office of Education, Dept. of Health, Education & Welfare, Washington, D.C. 20202.

Information about the Teachers Corps is available from the Office of Education, 400 Maryland Ave., SW, Washington, D.C. 20202. Material on the War on Poverty opportunities (Headstart, Follow-Through, Upward Bound, Migrant Workers, Vista) is available from the Office of Economic Opportunity, Washington, D.C. 20506. The Neighborhood Youth Corps and Special Impact are projects of the U.S. Dept. of Labor, Washington, D.C. 20210.

WORKSHOP 4 – POPULATION PLANNING

Berelson, B. (ed.) *Family Planning and Population Programs* University of Chicago Press 1966, 848 p. A review of world developments.

Cohen, Wilbur J. *Family Planning: One Aspect of the Freedom to Choose* 1967, 15¢ Dept. of Health, Education, & Welfare, Washington, D.C. 20202.

Family Planning Services in Public Health Programs 1967, $4.50. Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. A kit containing materials from many agencies and publications including policies, procedures, staff manuals, etc., a guide for communities developing family planning services as part of public health programs.

Family Planning Programs in the War Against Poverty: A Guide for Community Action Programs 1967, $3.00. Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. Materials to guide affiliates and local poverty groups in launching family planning programs as part of anti-poverty efforts. Draws on the first years' experience in such programs. Includes sample proposals, OEO regulations, and summary of current active and pending programs.

Freedman, Ronald *Population: the Vital Revolution* Chicago, Aldine Publishing Co., 1965, 274 p. (and Doubleday Anchor, 1964). Readable essays by 19 experts analyzing important world population trends: growth, decreasing mortality, large urban concentrations, geographic mobility, and the dynamic and problematic factor of the birth rate (when a population has an increasing proportion of older people it is because the birth rates have fallen, not because death rates have fallen).

Grant, Murray *Poverty and Public Health* 1967, 15¢ Reprint from "Public Welfare" available from Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. Philosophy, practical experience, and perspectives of the birth control program of the District of Columbia Public Health Dept. by its director.

Gray, Naomi T. and others *Recruiting Low-Income Families for Family Life Programs* 1967 35¢. Child Study Assn. Also available from Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. Offers insights for those attempting to develop educational programs to help the poor meet their problems.

Hauser, Philip M. (ed.) *The Population Dilemma* Englewood Cliffs, N.J., Prentice-Hall, 1963, 187 p. (paperback). The papers of an American Assembly Conference on the population problem. An excellent series of essays.

Jaffe, Frederick S. *Financing Family Planning Services* 1967, 15¢. Reprint from "American Journal of Public Health". Available from Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. Yardsticks for the measurement of patient need, clinic costs and related problems.

Perkin, Gordon and David Radel *Current Status of Family Planning Programs in the United States* 1967, 15¢. Available from Planned Parent-World Population, 515 Madison Ave, New York, N.Y. 10022. A department by department survey of federal birth control programs and an assessment of what private agencies, private physicians, and local health departments are doing in this field.

Rainwater, Lee *And The Poor Get Children* Chicago, Quadrangle Books, 1960, 202 p. Report of a study of the sexual behavior and attitudes (of 46 men and 50 women) which places contraceptive problems within a context of the sexual sphere, which in turn is placed in a context of social class. Many common assumptions appear to be false. The need for education in basic physiological "facts of life" is also demonstrated in Dr. Rainwater's book.

Yerby, Alonzo S. *New York's Experience with Tax-Supported Family Planning Services* 1967, 15¢. Available from Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022. New York City's family planning program, the most extensive in the United States, is described by the city's former Health Commissioner, now Chairman of Health Services, Harvard University School of Public Health.

Duncan, O. D. *Discrimination Against Negroes* In: "Annuals of the American Academy of Political and Social Science", 1967.

Freedman, Ronald *The Transition from High to Low Fertility: Challenge to Demographers* in "Population Index", 1965.

____.*Childspacing and Family Economic Position* In: "American Sociological Review", 1966.

Freedman, Ronald and B. Berelson *A Study in Fertility Control* In: "Scientific American," 1964.

Freedman, Ronald and L. Coombs *Economic Considerations in Family Growth Decisions* In: "Population Studies", 1966.

Farley, R. and K. Taeuber *Population Trends and Residential Segregation* In: "Science", March 1968.

The above six references are available from Population Studies Center, The University of Michigan, 1225 S. University Ave , Ann Arbor, Mich. 48104.

Meier, Gitta *The Role of Hospital Nurses in Family Planning* In: "The American Journal of Nursing" Vol. 65, No. 7, 1965.

Price, D. O. (ed.) *The 99th Hour, the Population Crisis in the United States* Univ. of North Carolina Press, 1967. 130 p.

Ten Have, Raiph *A Preventive Approach to Problems of Child Abuse and Neglect* In: "Michigan Medicine", Sept. 1965, p.645.

____. *Family Planning Clinics for the Urban Fringe* Supplement to "American Journal of Public Health", Vol. 56, No. 1, 1966, pp. 61-6.

Guide to Films, List of Publications for Professionals, Selected Bibliography of Books in the Field, and Publications About Planned Parenthood are available without charge from Planned Parenthood-World Population, 515 Madison Ave., New York, N.Y. 10022.

Some of the references under the sections of Community Organization and Urban and Regional Planning are also pertinent to this field.

WORKSHOP 5 – URBAN AND REGIONAL PLANNING

Abrams, Charles *Man's Struggle for Shelter* Cambridge, Mass., M.I.T. Press, 1964, 296 p. Historic base, for general readers as well as professionals, stressing housing as a factor in community development.

Blake, Peter *God's Own Junkyard* N.Y., Holt, Rinehart & Winston, Inc., 1964, 143 p. A frequently shocking account which highlights reasons for planning. The book's subtitle, "Planned Deterioration of America's Landscape," is too bland in many respects.

Brickman, William A. and Stanley Lehrner (eds.) *Automation, Education, and Human Values* N.Y., School and Society Books, 1966, 419 p. Most of the chapters have been developed in connection with a project of the Center for Continuing Liberal Education of Pennsylvania State University. Emphasizes the increasingly important role of the humanities in counteracting some of the adverse outcomes of cybernetic change and in advancing the gains for the dignity of individual lives.

Building A Better America 1967, 43 p. 65c. Publication of the U.S. Dept. of Housing and Urban Development in which the need for urbanists is spelled out, the many different skills involved in urban planning and renewal. Chapters on city planning, housing, neighborhood centers, urban renewal, mass transportation, beautification, and model cities. Available from Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

Cohn, Angelo *Careers in Public Planning and Administration* N.Y., Henry Z. Walck, 1966, 112 p. $3.75. Cohn describes the tremendously diversified life of a city manager, the potential for careers in public planning, the fast-growing area of planning in private industry. The education needed and the rewards of working in a field which will become increasingly essential.

Cookingham, L. P. and others *City Management - A Growing Profession* International City Managers Assn., 1313 E. 60th St., Chicago, 1957, 84 p. $2.00. A practical outline of the profession by a professional committee.

Duhl, Leonard (ed.) *The Urban Condition* N.Y., Basic Books, 1963, 410 p. The impact of physical environment on behavior inspired this collection by Dr. Duhl, a psychiatrist affiliated with the National Institute of Mental Health. The papers are written by experts in many disciplines: architecture, city planning, public health, psychology, law, physical sciences – grouped under Man and his Environment; Renewal and Relocation; Social Action and Interaction; the Strategy of Intervention; and Ecology of Social Environment.

Harrell, C. A. and others *The Role of the Assistant to the City Manager* International City Managers Assn., 1313 E. 60th St., Chicago, 1958, 48 p.

Heilbroner, Robert L.*The Future as History* N.Y., Harper, 1960, 217 p. The historic currents of our time and the direction in which they are taking America.

Herber, Lewis *Crisis in Our Cities* Englewood Cliffs, N.J. Prentice-Hall, 1965, 196 p. Examines effect of dense urban living on ordinary human activities and suggests better ways to "share the environment".

Jacobs, J. *The Death and Life of Great American Cities* N.Y., Random House, 1961, 458 p. An attack on current city planning and rebuilding and the principles and aims that have shaped modern, orthodox planning, the low-income housing projects that have become worse centers of delinquency, vandalism and general social hopelessness than the slums they replaced. Mrs. Jacobs introduces new principles based on the need of cities for diversity of uses that give each other support.

Michael, Donald N. *The Next Generation* N.Y., Vintage Books, 1965, 218 p. The prospect ahead for the youth of today and tomorrow. Discussion of (1) conditions independent of influence of youth developers; (2) conditions subject to influence; (3) consequences of the conditions expressed in work, leisure, and value patterns.

Neutra, Richard *Survival Through Design* N.Y., Oxford University Press, Inc., 1954, 384 p. A noted architect's appeal to general public and government leaders for wiser use of space.

Pearl, Arthur and Frank Reissman *New Careers for the Poor* N.Y., The Free Press, 1965, 273 p. The non-professional in human service.

Perloff, Harvey *Urban Development* Pittsburgh, Carnegie Institute Press, 1960, 235 p. Scholarly essays from a seminar sponsored by Carnegie Institute and the University of Pittsburgh.

Smerk, George M. (ed.) *Readings in Urban Transportation* Bloomington, Ind., Indiana University Press, 1967, 544 p., $4.95. Essays and reports ranging from the 1966 amendments to the Urban Mass Transportation Act of 1964 to Wilfred Owen's delightful "Message for the President of the United States, 1986". Designed for students and other readers interested in urban affairs. Covers the future role of federal government in seeking solutions.

Ulrich, Roger, Thomas Stachnik and John Mabry *Control of Human Behavior* Glenview, Ill., Scott, Foresman and Co., 1966, 349 p. Methods of science have provided an ever-increasing understanding of human behavior. The facts presented in these papers by many different authors if properly used can provide the seeds for a better society.

Career and Educational Opportunities in the Urban Professions University of Pittsburgh, 1966, 39 p. $1.00. Graduate School of Public & International Affairs, Univ. of Pittsburgh, 15213. Description of careers and educational requirements in many fields related to urban problems: housing, community action, engineering, transportation, social welfare admin., community recreation, public health admin., culture and the arts. Listing of schools offering courses and cities offering internships, as well as placement services around the USA.

Dunham, Arthur *Community Development, Rural and Urban: A Selective Bibliography* N.Y., International Conference of Social Work, 1963.

Fellowships for Mid-Career Women A free folder available from the Graduate School of Public and International Affairs, University of Pittsburgh, 15213.

The Future Metropolis Entire issue of "Daedalus", the Journal of the American Academy of Arts and Sciences, Cambridge, Mass. Winter 1961.

A Guide for Citizens' Advisory Committees for the Workable Program for Community Improvement 1966, 22 p. Free, from U.S. Dept. of Housing and Urban Development, Washington, D.C.

Report to the President and the President's Response White House Conference on Natural Beauty, May, 1965, 47 p. Free. Amer. Society of Landscape Architects, 2000 K St. NW, Washington, D.C. 20006.

Some of references under sections of Population Planning and Community Organization are also pertinent to this field.

BOOKS AND BOOKLETS OF GENERAL INTEREST

American Women Report of the President's Commission on the Status of Women. 1963, 86 p. $1.25. Most states have reports available from Governors' Offices on the progress of the states' Commission on the Status of Women. The above book can be purchased from the Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

Careers in Public Relations Work
Careers in Publicity
Both are 24 pages long, cost 95¢, and are available from the Institute for Research, 537 S. Dearborn St., Chicago 60605.

Chamberlin, Jo Hubbard *Careers for Social Scientists* N.Y., Henry Z. Walck, Inc., 1961, 108 p., $3.50. A comprehensive view of the social sciences of anthropology, economics, history, political science, and sociology from a vocational viewpoint,

the career opportunities and educational preparation needed for these professions.

Cooper, Joseph D. *A Woman's Guide to Part-time Jobs* Garden City, N.Y., Doubleday & Co., 1963, 303 p. $1.25 (paperback). An overview of the many aspects of deciding whether to take on paid work, which job to take, self-employment, and advice on job hunting. The author's experience in industry and government personnel fields has given him a good understanding of mature women seeking part-time jobs.

Cotton, Dorothy Whyte *The Case for the Working Mother* N.Y., Stein and Day, 1965, 212 p. $4.95. Guidelines for stay-at-home mothers who are trying to decide whether a paid job is possible or right for them. Examines the reasons mothers choose to work and the effects on their children, the necessity of the husband's backing. Cites experiences and pitfalls in handling the dual role. The author is editor of "Parents Magazine", mother of four, and the wife of a psychiatrist.

Cox, D. W. *Computer Programmer* 60 p. $2.00. Research Publishing Co., Box 245, Boston 12101.

Likert, Jane (ed.) *Conversations With Returning Women Students* Center for Continuing Education of Women, The Univ. of Michigan, Ann Arbor 48108. 1967, 55 p. $1.00. Personal experiences of individual women, as they told them during a series of group discussions, giving insight into the fears, difficulties, and rewards of returning students, their problems and solutions.

New Patterns of Employment Center for Continuing Education of Women, The Univ. of Michigan, Ann Arbor 48108. 1966, 143 p. $1.50. Proceedings of a conference which dealt with the training and opportunities for women, especially on a part-time basis, in the fields of writing, editing and publishing; college teaching and adult education; research in the social sciences; research in the physical and biological sciences; and administrative and staff positions. A survey of local employment opportunities and a guide to compiling a resume is included.

Mye, F. Ivan and Lois Hoffman *The Employed Mother in America* Chicago, Rand McNally, 1963, $6.00. 406 p. Based on recent research on the massive movement of mothers into paid employment, this book reveals new findings about family relationships.

Occupational Outlook Handbook Published every two years by the Bureau of Labor Statistics, U.S. Dept. of Labor, available in libraries. Gives nature or work, training, earnings, and current employment outlook on 700 jobs.

Occupations in Electronic Computing Systems 1965, 72 p., 30¢. Order from Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

O'Neill, Barbara P. *Careers for Women After Marriage and Children* N.Y. Macmillan, 1965, 401 p., $5.95. The training required for positions in areas of current need: remedial reading, rehabilitation counseling, city planning, landscape architecture, teaching, social work, library science, engineering, and health fields. Specific advice on problems of financing the needed education and adjusting to a "second career".

Opportunities for Women Through Education Center for Continuing Education of Women, The Univ. of Michigan, Ann Arbor, Mich. 48108. 1965, 138 p. $1.50. Proceedings of a conference-workshop which explored the necessary training and job opportunities in social work, health fields, library science, mathematics, physical sciences, engineering, education, and featured an address by Esther Raushenbush, President of Sarah Lawrence College on the "Problems and Prospects in the Continuing Education of Women".

Part-Time Employment for Older People (OA #225), 1963, 19 p. 15¢. Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402.

Strunk, William, Jr., and E. B. White *Elements of Style* N.Y., Macmillan, 1962, 71 p. 95¢. The ability to write well is important in many careers. This book gives excellent pointers.

Watermulder, Georgia (ed.) *Careers for College Women: A Bibliography of Vocational Materials* Center for Continuing Education of Women, The University of Michigan, Ann Arbor 48108. 1968, 82 p. $1.00. Sources of free and inexpensive materials on 120 vocations of interest to educated women.

The Woman in America in "Daedalus", Journal of Amer. Academy of Arts and Sciences, Cambridge, Mass. The entire Spring 1964 issue is devoted to the role of women today.

Women's Bureau *Handbook on Women Workers* (Bulletin 290), 1965, 321 p. $1.00. Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402. Basic information concerning women's employment and occupations, age and marital status, earnings and income, education, and state laws affecting their status.

Women's Bureau *Job Horizons for College Women* (Bulletin 288), 1964, 78 p. 35¢. Supt. of Documents, U.S. Gov't. Printing Office, Washington, D.C. 20402. Describes briefly the many careers open to college women and indicates the educational and training requirements.

Women's Bureau *Part-time Employment for Women* (Bulletin 273), 1960, 53 p. 30¢, Supt. of Documents, U.S. Gov't Printing Office, Washington, D.C. 20402.

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